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ABSTRACT

Presenting concepts and information related to global issues at an early age is important in developing an understanding of and tolerance for other cultures. Seeing other peoples' commonalities can help break down the myths and stereotypes that form around groups who are perceived as "strange" and encourage open attitudes toward new ideas. Global perspectives can help students sift through such complex issues as conflict and racism and begin to separate fact from fiction in order to formulate solutions to age-old problems. Students should see the contemporary world as an integrated system and realize that interdependence of countries and peoples exist at many levels. This book contains 24 activities designed to help teachers achieve these goals. Three activities are designed to stimulate student thinking about the importance of learning about other parts of the world and their own relationship to these areas. Six activities deal with the study of global systems, and five each concern human values, global issues and problems, and global history. Each activity includes an introduction, a list of objectives, an estimate of time required, a list of necessary materials, and step-by-step procedures. Some provide suggested follow-up exercises, lists of related resources, teacher background information, and/or student handout masters. Topics covered include "School Rules Around the World"; "Sharing Our Global Environment"; "Fighting AIDS"; "Humankind's Better Moments"; and "Global Burgers," which explores the influence of U.S. products on other cultures. An annotated list of 24 additional resources and 26 organizations concludes this book. (GEA)

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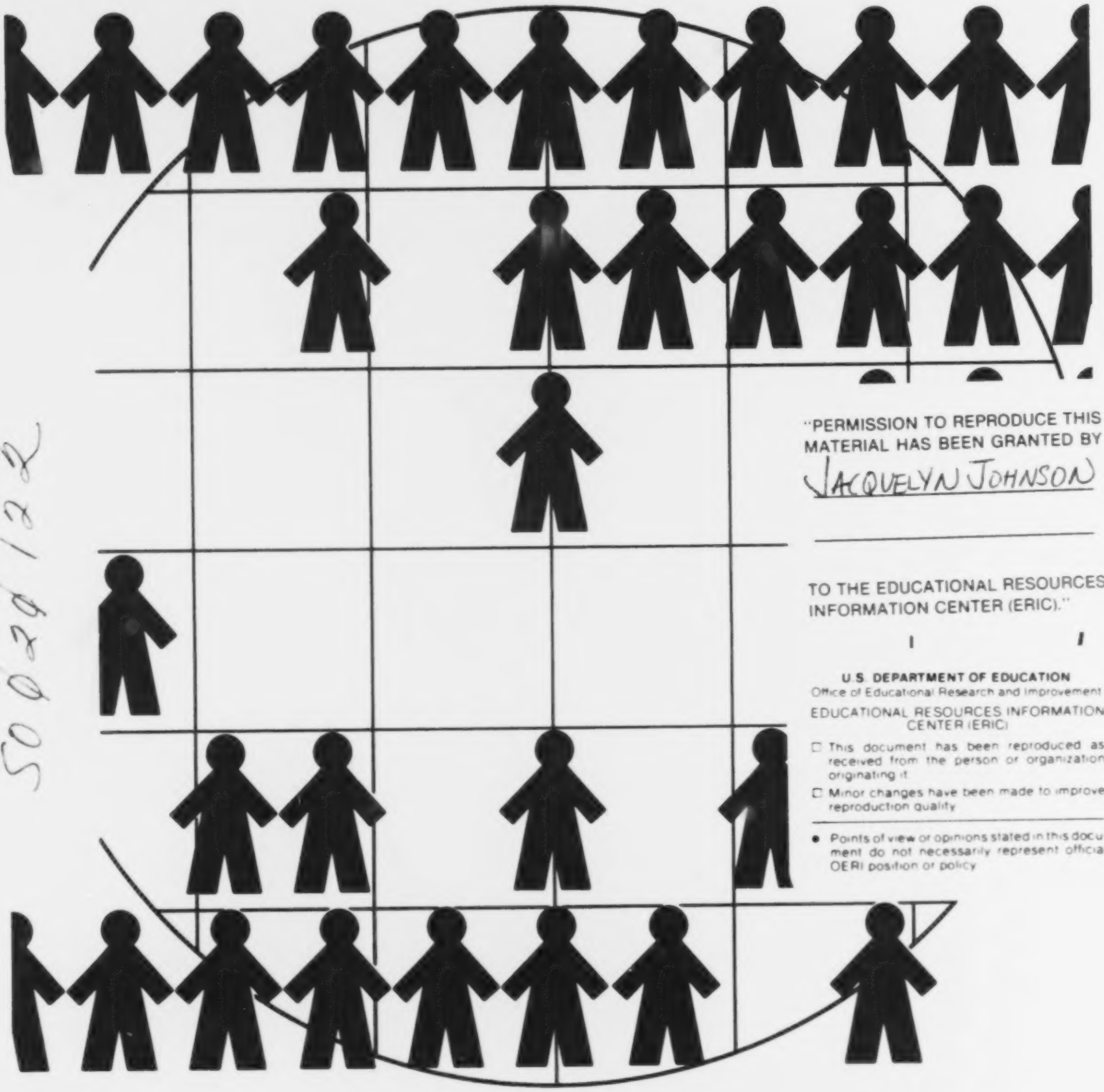
# GLOBAL ISSUES

## in the Intermediate Classroom
## Grades 5–8 (Revised Edition)

JACQUELYN JOHNSON
JOHN BENEGAR
LAUREL R. SINGLETON



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SOCIAL SCIENCE EDUCATION CONSORTIUM • CENTER FOR TEACHING INTERNATIONAL RELATIONS

# GLOBAL ISSUES IN THE INTERMEDIATE CLASSROOM

**Grades 5-8**

(Revised Edition)

By Jacquelyn Johnson, John Benegar, and Laurel R. Singleton

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Center for Teaching International Relations
Denver, Colorado

1989

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# FOREWORD

Preparing students to live effectively and responsibly in their communities, their nation, and the world is a critically important function of social education. This task becomes more difficult each year, as new developments in science and technology yield an ever-expanding profusion of data and problems at the same time that new developments' in communication and transportation are causing the world to "shrink."

Today's students will live most of their lives in the 21st century, in an increasingly interdependent world. The very survival of "Spaceship Earth," and certainly the quality of life experienced by its inhabitants, will depend on the extent to which our young people develop the ability to think, feel, and act from a perspective that is global rather than narrowly personal, national, or regional. Teachers can play an important role in instilling such a perspective by helping students develop an appreciation for the global nature of most of the issues that affect their lives and an understanding of the interrelationships that bind us inextricably to other nations, regions, and peoples.

Most educators agree that children should be introduced to global perspectives as early as possible—certainly before the onset of puberty, when ethnocentrism and stereotypical thinking tend to increase dramatically. In terms of attitudinal development, middle childhood—approximately age 10—is probably the optimal time for global learning to take place. Yet few commercial classroom materials are specifically designed for teaching global perspectives to students in the middle grades.

The first edition of this handbook was developed in response to many requests from intermediate-level and middle-school teachers for ideas and strategies that could be appropriately and effectively used with their students. It was very popular with teachers, but changes in the world and new writings on the focus and substance of global education have prompted us to develop a new edition. We hope middle school and junior high school teachers will find it even more useful than its predecessor.

James R. Giese
Executive Director,
Social Science Education Consortium

Ron Schukar
Director,
Center for Teaching International Relations

# INTRODUCTION

Schoolchildren are blessed with a curiosity about themselves and the world. They are at an age at which their sense of inquiry and discovery of the world should be fostered and encouraged. Awareness of their immediate environment and increasing familiarity with events around the globe can be introduced and reinforced, for many students, at a very early age. One of the ways this is traditionally done in schools today is by starting with the child's background and progressively expanding the content to include the world. Many K-6 social studies programs in the United States present students with a sequence of "expanding environments." In order to make sense of the world and their place in it, students in the primary grades examine themselves, their families, and their communities. As they progress, students go on to examine their state, their nation, and, finally, the world.

As a result of this emphasis, students begin to acquire a sense of the world and their place in it. This is an important concept and goal of education, yet it is too often ignored in the curriculum or assumed to be part of a student's high school experience. A negative by-product of this attitude is that global studies has usually found a place in the high school program, but has been neglected at lower levels.

When we consider some of the global events of 1987-1988 that students viewed on television or read about in newspapers and magazines, the importance of integrating global studies into the social studies curriculum becomes urgent. Students must be helped to realize that such events as the Iran-contra affair, the signing of the INF treaty, turmoil in Central America, student demonstrations in South Korea, the labor unrest in Poland, the continuing influx of Asian refugees—all these events have had an impact on U.S. citizens.

Presenting concepts and information related to global issues at an early age is important in developing an understanding of and a tolerance for other cultures. Seeing other peoples' commonalities can help break down the myths and stereotypes that form around groups who are perceived as "strange" and encourage open attitudes toward new ideas. Students can begin to see that cultural differences may be acceptable. In the context of the accelerating "information explosion," global perspectives can help students sift through such complex issues as conflict and racism and begin to separate fact from fiction in order to formulate solutions to age-old problems. Students need to see the world as an integrated system and to realize that interdependence of countries and peoples exists at many levels in the world today.

This book contains 24 activities designed to help teachers address these goals. The activities are organized into five sections. The first presents three activities designed to stimulate student thinking about the importance of learning about other parts of the world and their own relationship to these areas.

The remaining four sections of the book reflect the "four essential elements of study in a global education" proposed by Willard M. Kniep in *Social Education* (November/December 1986, pp. 536-542). These elements are:

- The study of human values (five activities)
- The study of global systems (six activities)
- The study of global issues and problems (five activities)
- The study of global history (five activities)

The activities are presented in a standard format, with each including the following sections: a brief introduction, a list of objectives, an estimate of the time required to use the activity, a list of the materials needed, and step-by-step procedures. Some activities also include suggested follow-up exercises, a list of related resources, teacher background information, and/or masters for student handouts.

A list of resources for teachers concludes this book.

# I. INTRODUCING THE CONCEPT OF GLOBAL AWARENESS

*Preparing students to participate in a global studies program having the components covered in the following four sections of this book—studying human values, studying global systems, studying global issues and problems, and studying global history—involves helping them understand the importance of learning about other parts of the world and their relationship to them. The first two activities in this section are aimed at helping students see that interdependence is an integral part of our world today. Students in middle school and junior high can also begin to assess their own global knowledge, examining its accuracy and determining where they gained this information. Activity 3 provides a means for students to look at their own views; this activity can serve as a baseline against which periodic comparisons can be made as students participate in activities from other sections of this book.*

# 1. GLOBAL CONNECTIONS

**Introduction:**

In this activity, students interact with one another to discover how their class is connected to the rest of the world. Using a bingo-game format, students look for classmates who fit appropriate squares on their game sheets. Each square represents a certain kind of "global connection."

Teachers should feel free to join their students in this activity.

**Objectives**: Students will be able to:

1. Explain how members of their class are connected to other parts of the world in a variety of ways.

2. List some reasons why these connections exist.

3. Speculate about further "global connections."

**Time Required**: 1 class period

**Materials and Preparation**: Make copies of Handout 1-1 for all the students. You will also need a large map of the world and a supply of pushpins.

**Procedure:**

1. Distribute copies of Handout 1-1 to all the students. Explain that the object of "Globingo" is to fill in as many squares as possible with the names of classmates or other people who fit those squares. As soon as one row—horizontal, vertical, or diagonal—has been completely filled in, the student has scored a "globingo." (Note: You may want to award inexpensive prizes or extra points to the first students who score.) Point out that the code key on the handout explains the letter-coded spaces on the game sheet. Emphasize that the name of the relevant country, as well as the student's name, should be recorded in each square. Explain that each student may sign another classmate's sheet *only once*, even if more than one square could apply to that student. (This rule encourages the maximum possible interaction among students.)

2. Allow 10-15 minutes for students to walk around the classroom looking for classmates who fit the various squares. It is important during this interaction period that students actively ask questions of one another rather than passively handing around the game sheets. In other words, students should "dig" for the information they need. Students should continue to try to fill up their game sheets even after they have scored one or more "globingos." Try to keep the game going until every student has scored.

3. You might want to let the students continue to fill in their squares during recess or the lunch period, in order to collect the maximum amount of information. Students might also enjoy involving their families and other adults in this activity. In this case, you will need to postpone the debriefing until a subsequent class period.

4. Ask students what they learned about one another in the process of filling in their "globingo" squares. What was the most surprising thing they learned about any of their classmates?

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Activity developed by Jacquelyn Johnson and John Benegar.

5. On a large map of the world, help students locate all the nations identified in this activity. (This can be done by cutting apart the squares on the game sheets and pinning them to the appropriate locations on a world map.) Are students surprised at all these "connections" their class has with the rest of the world? What would the map look like if game sheets from another class were included? Would students discover more connections? What would be the results if the entire school participated in this activity?

6. Probe students to explain the reasons for all the connections they found in this activity. What caused these connections? In what ways do we learn more about the rest of the world? Television? Travel? Newspapers? Trading among nations?

7. Ask students what they think the phrase "shrinking world" means. Do the processes listed previously contribute to a "shrinking world"? In what ways? Probe students to speculate about future trends. Do they think they will become more "connected" to the rest of the world? In what ways?

**Follow-up:**

To help students assess global interdependence on a personal level, ask them to think of other ways in which they and their families are connected to the rest of the world. Some students might enjoy developing another game sheet for their class, using these new ideas.

Handout 1-1

# GLOBINGO

Find someone who:

A. has traveled to some foreign country

B. has a pen pal in another country

C. is learning a foreign language

D. has a relative in another country

E. has helped a visitor from another country

F. enjoys a music group from another country

G. is wearing something that was made in another country

H. enjoys eating foods from other countries

I. can name a famous sports star from another country

J. has a family car that was made in another country

K. has talked to someone who has lived in another country

L. lives in a home where more than one language is spoken

M. saw a story about another country in the newspaper recently

N. learned something about another country on TV recently

O. owns a TV or other appliance made in another country

P. has a parent or other relative who was born in another country

| | | | |
|---|---|---|---|
| A.<br>name<br>country | B.<br>name<br>country | C.<br>name<br>country | D.<br>name<br>country |
| E.<br>name<br>country | F.<br>name<br>country | G.<br>name<br>country | H.<br>name<br>country |
| I.<br>name<br>country | J.<br>name<br>country | K.<br>name<br>country | L.<br>name<br>country |

## 2. THE ALL-AMERICAN KID

**Introduction:**

The United States is a nation of immigrants. We have brought much cultural baggage from other lands in the form of languages, religions, values, foods, clothing, music, etc. In fact, much of what we consider to be new, "modern," or distinctly "American" has its roots elsewhere.

In this activity, students learn that many products and processes commonly used today in the United States actually originated in other parts of the world. This awareness is useful in beginning to understand the connections that Americans have had, over time, with the rest of the world.

**Objectives**: Students will be able to:

1. Explain the concept of global interdependence.

2. Recognize examples of cultural diffusion.

3. Understand that various cultures have traded and borrowed ideas and material objects throughout history.

4. Locate parts of the world on a map to show where certain products and ideas originated.

5. Understand how cultures influence one another in global society.

**Time Required**: 1 or more class periods

**Materials and Preparation**: Make copies of Handouts 2-1, 2-2, and 2-3 for all the students. You will also need a large map of the world or small individual world maps.

**Procedure:**

1. Distribute copies of Handout 2-1 to all the students. Allow a few minutes for them to read it silently, or read it aloud with them. Ask whether this handout describes the morning routine of a typical American school child.

2. Distribute copies of Handout 2-2, which describes the origins of many of the products and processes used by a typical American child getting ready for school, and Handout 2-3. Read Handout 2-2 aloud, allowing time for students to fill in the blanks on Handout 2-3.

3. If students are working with small individual world maps, ask them to write the number of each object on Handout 2-3 on the area of the map representing the part of the world it originally came from. (If you are using a large classroom map of the world, mark these places with number cards or push pins.)

4. Check students' individual maps for accuracy and help correct them, if necessary.

5. Ask students to speculate about how ideas and inventions pass from one culture to another. How does it happen today? How might it have happened hundreds or thousands of years ago?

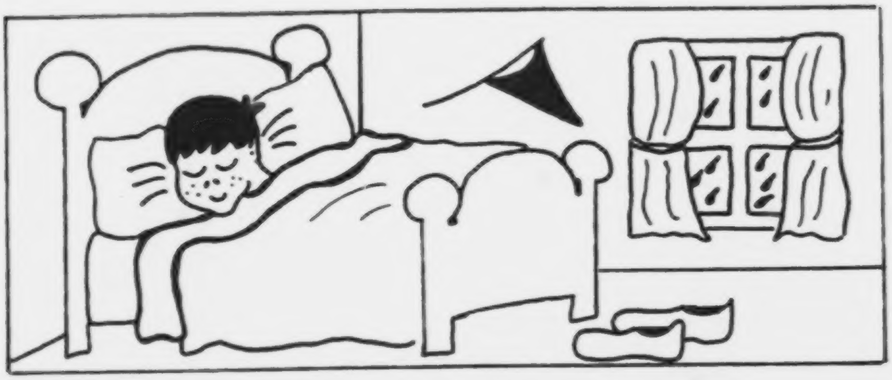
---

Activity developed by Jacquelyn Johnson and John Benegar.

**Follow-up:**

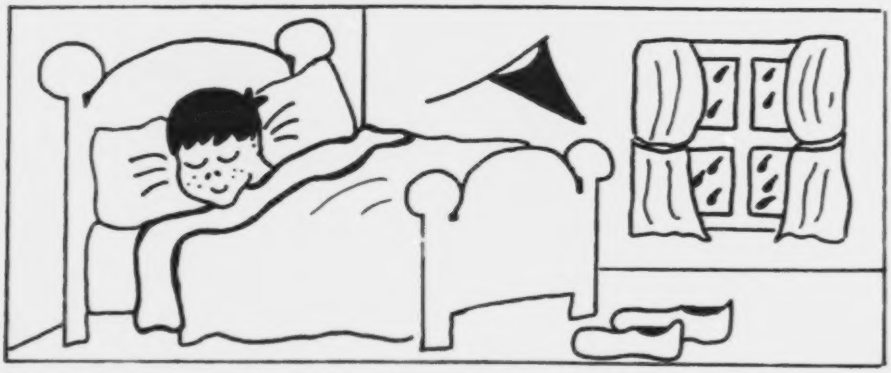
Ask each student to find five examples of objects he or she uses in daily life that originated in another country or culture. These examples can be added to the lists and maps.

# THE ALL-AMERICAN KID, VERSION 1



Our young American wakes up in the morning, throws back the covers, and gets out of bed. He puts on his slippers and goes into the bathroom, where he washes with soap and water. Returning to his bedroom, he takes off his pajamas and starts to dress for school. He looks out his window and sees that the weather is cold and rainy, so he picks out clothing that will keep him warm. Downstairs in the kitchen, he eats a bowl of cereal and drinks a glass of milk. He runs upstairs again to brush his teeth. Then he puts on his jacket and cap, picks up his books and papers, and heads out the door to the bus stop.

## THE ALL-AMERICAN KID, VERSION 2



Our young American wakes up in the morning in a warm bed (built from a design going back to the ancient Middle East and modified in northern Europe before being exported to America). He throws back the sheet (made of cotton, first grown and domesticated in India) and blanket (made of wool from sheep first tamed and herded in the Middle East, probably in what is now Iraq). Wearing his favorite pajamas (like those still worn in the hot tropical climates of India), he puts on his slippers (much like the moccasins used by Indians of the eastern United States and Canada) and goes into the bathroom (a more recent development from Europe), where he washes with soap (invented by the ancient Gauls of present-day France, lightly scented with perfume first used in the Near East). Returning to his bedroom, he removes his clothing from the back of the chair (the same type found in Southern Europe) and starts to dress for school. He puts on his clothes (much like those originally used by nomadic tribes of central Asia) and shoes (made from skins tanned by a process invented in ancient Egypt). At breakfast, he eats a bowl of cereal (made from grains first grown in the Middle East – oats, wheat, bran, or corn first domesticated by Indians of the Southwest United States and Mexico) and drinks a glass of milk (from cows first domesticated in the Middle East). He runs upstairs again to brush his teeth. Then he puts on his jacket (made of wool from the Middle East) and cap (invented in central Asia), picks up his books and papers (first developed in ancient China), and heads for the bus stop.

## SOURCES OF IDEAS AND PRODUCTS

| Idea/Product | Original Source |
|---|---|
| 1. Bed | |
| 2. Sheet | |
| 3. Blanket | |
| 4. Pajamas | |
| 5. Slippers | |
| 6. Bathroom | |
| 7. Soap | |
| 8. Chair | |
| 9. Clothing | |
| 10. Shoe | |
| 11. Cereal | |
| 12. Milk | |
| 13. Jacket | |
| 14. Cap | |
| 15. Paper | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |

## 3. WHAT DO YOU THINK OF...?

**Introduction:**

This activity is designed to help students assess their own level of knowledge and/or stereotyping about various world regions. Students are presented with a world map marked into regions. They are then asked to select words that describe each of these regions. The class responses are analyzed to determine how accurate students' views are, as well as where students obtained their information

**Objectives**: Students will be able to:

1. Identify ten regions on a world map.

2. Assess how accurate their views of these ten world regions are.

3. Recognize that information gained from some sources may be more accurate than information gained from other sources.

**Time Required**: 1 class period

**Materials and Preparation**: Make copies of Handout 3-1 and 3-2 for all students. You will also need a world map and posting paper.

**Procedure:**

1. Ask students how much they think they know about other parts of the world. Where do they get most of their information? Do they think some sources of information are more accurate than others?

2. Explain that in this activity, students are going to have a chance to compare their views of ten world regions with those of their classmates. They will also have a chance to think about where they got their information.

3. Distribute Handout 3-1. Using a wall map to guide discussion, help students identify the ten regions shown on the map. The correct answers are:

A. Northern America
B. Latin America
C. Europe
D. North Africa and the Middle East
E. Southern Africa
F. USSR
G. South Asia
H. East Asia
I. Southeast Asia
J. Australia and New Zealand

4. Next, ask students to pick two words or phrases from page 2 of the handout or phrases of their own to describe each region. They should write these words after the name of the region on their list. They may use the same words more than once.

---

Activity based on lessons developed by Regina Conley, George Otero, and Tom Collins.

5. While students are doing this task, hang a posting sheet around the room for each region. As students complete the work, let them post their responses on the sheets.

6. Go over the posting sheets (you may want to select two or three regions on which to focus). Use the following questions to guide discussion:

- Did students have similar views of the regions? Why or why not?
- Where did students get their information? Where there were differences of opinion, which student's source might be regarded as more reliable? Why?
- Could two different views on the same area both be correct? Why or why not?
- Have you ever met a person from this region? Have you ever been to this region? How might this affect the accuracy of your judgments?
- Are your views on various regions positive or negative? How do you account for that?

7. Ask students to save their own assessments of the various regions. Tell them that as the year continues, they should keep track of how their views have changed, using Handout 3-2.

**Follow-up:**

Have each student pick the region about which he/she knows the least. Students should conduct research on their regions with the aim of proving or disproving one of their views on the region.

# WORLD REGIONS

A.

B.

C.

D.

E.

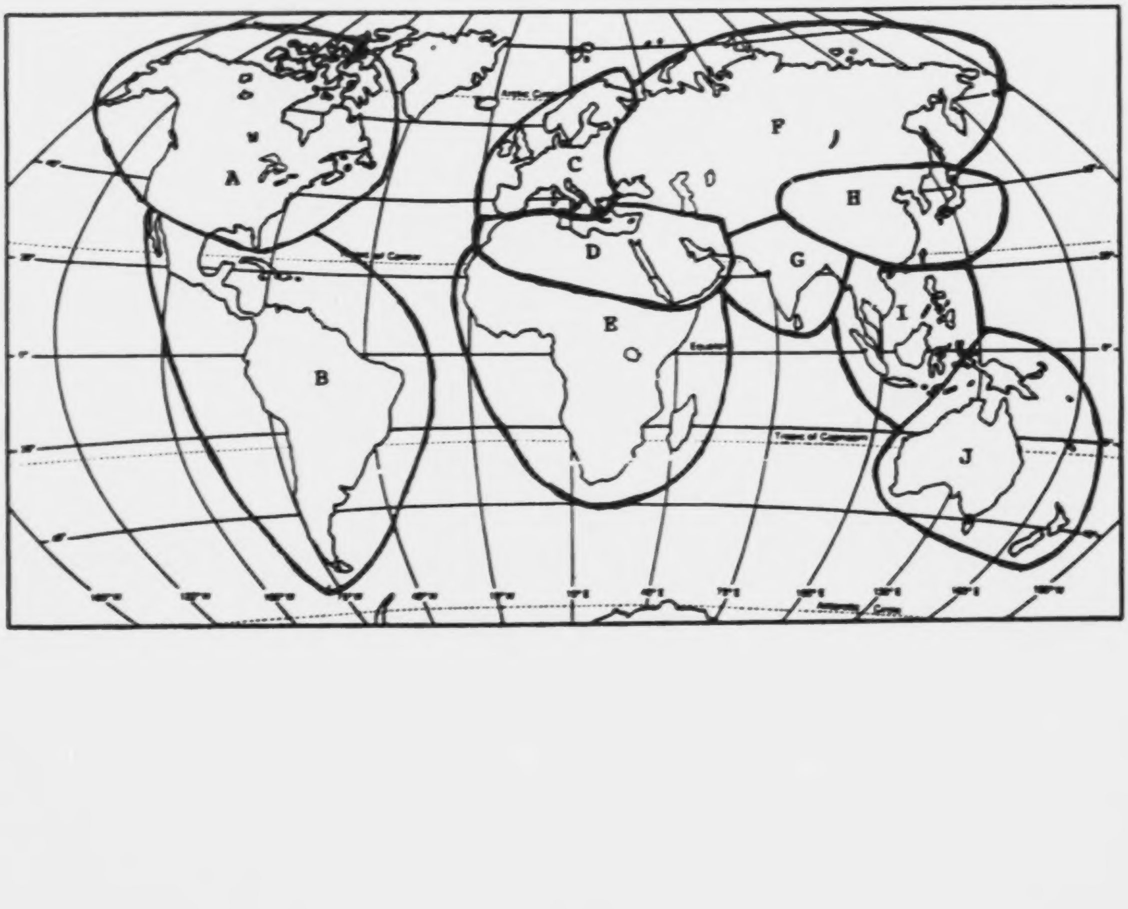
F.

G.

H.

I.

J.



full employment
strange
starvation
religious people
corrupt government
rapid change
developed
mineral wealth
dishonest police
universal education
patriotic citizens
oil shortage
close-knit families
enemy
politically unstable
widespread poverty
generation gap
excessive pollution
terrorism
democracy
developing
high taxes
high crime rate
warm, loving people
healthy people
well-regulated growth
missiles
peaceful
"big brother"
clean cities
racism
revolution
unfriendly
lack of freedom
highly skilled people
harsh drug laws
overpopulated
welfare state

## CHANGING VIEWS

Keep track of how your views on each region change as you study the world. Also keep track of the sources of the information that helped change your views.

Northern America

Latin America

Europe

Middle East and North Africa

Southern Africa

USSR

South Asia

East Asia

Southeast Asia

Australia and New Zealand

# II. STUDYING HUMAN VALUES

*Studying human values involves students in looking not only at those universal values that all humans share, but also at the diverse values that result from belonging to a particular culture. Thus, the activities in this section are designed to help students examine the values they share with peoples of other cultures and the unique values of various cultures. They also learn about some of the many ways in which values are expressed. These include family activities (Activity 4), holidays (Activity 5), religion (Activity 6), folklore (Activity 7), and school rules (Activity 8).*

## 4.WHAT ARE "AMERICAN FAMILY VALUES"?

**Introduction:**

Politicians often talk about preserving "American family values," but they rarely specify what they mean by this phrase. It is simply assumed that the phrase identifies a basic set of beliefs related to American family life. But what exactly are those beliefs? In this activity, students explore the meaning of the phrase, identifying the values they believe are important to family life. They then read a case study of a family in another culture, as observed by an American teacher, to compare and contrast the apparent values of that family with their own "American" values.

**Objectives:** Students will be able to:

1. Define the term *values*.
2. Identify some values they feel are important to American family life.
3. Use a case study to identify values of a family in another culture.
4. Compare and contrast American family values with family values in another culture.

**Time Required:** 1 class period

**Materials and Preparation:** You will need copies of Handout 4-1 for all students.

**Procedure:**

1. Remind students of political campaigns in which candidates have referred to "American family values." Ask students whether the politicians have identified what they mean by this phrase, which they obviously expect their listeners to understand. Tell students that they will be analyzing the phrase in today's lesson.

2. Break the phrase down into its component parts and have students develop a definition for each part. A possible definition for *value* is a belief about what is good, desirable, or right.

3. Have students brainstorm a list of things that people would identify as good, desirable, or right for American families. These might include such values as hard work, caring for children, togetherness, acquisition of material goods, learning, and so on. Post all students' responses on the chalkboard.

4. Ask students whether they think these values are uniquely American. Which of the values they have posted might be important to families in other cultures as well? Accept all answers.

5. Distribute the handout. Working individually or in small groups, have students identify Japanese family values from the reading. They may wish to divide their list into values similar to the American values they identified and values different from those. Possible values they may identify are hard work, learning/academic achievement, fitness, respect of other people (desire to impress), togetherness, respect for family members (including the dead grandfather).

---

Lesson developed by Laurel R. Singleton. Handout written by Marc McClanahan, Crook County (WY) Schools; a book of 34 such case studies is available from the Rocky Mountain Region Japan Project, 855 Broadway, Boulder, CO 80302.

6. Discuss with students the similarities and differences they found. Point out that just as each student's family is just one American family and does not represent the whole nation, the Nakatsuka family does not represent all Japanese families. However, one might draw the generalization from this case study that some family values are shared across cultures.

**Follow-up:**

Ask students to read books about families in other cultures and report on what similarities and differences in family values they discoverd. Two series of books for young people may be especially helpful in this regard. One is the *Family Series* published by Lerner. The series includes well-illustrated books on families in Brazil, Chile, Ireland, Morocco, Singapore, China, Egypt, France, India, Jamaica, Nigeria, Pakistan, Sri Lanka, and West Germany. The series also includes books on Zulu, Aboriginal, Arab, and Eskimo families. The second series is the *Living Here* series published by Franklin Watts. This series includes book on China, Britain, Denmark, New Zealand, and Spain.

## A JAPANESE FAMILY

I first met my homestay hostess at 4:00 on July 1 in the lobby of our hotel. Emi Nakatsuka was much more anxious than I. Our mouths ran the entire way to the train station. Emi purchased tickets to Ninomiya (about 40 km. from Yokohama) and we boarded the train. About half way, Emi announced that we were on the wrong train, that we were headed for Tokyo. We disembarked only to discover that she hadn't made an error. After catching the next train, she began expressing some concerns about her husband. He smokes heavily, he works many long hours, and I might not see him much, and he likes alcohol too much. Finally, her anxiety was shown as she drove from the station. She had prepared me that she didn't drive too well, but I really expected her to be able to change gears! Anyhow, as we turned the last corner to the Nakatsuka house, Emi saw her husband's car. He was home early!

Atsuo Nakatsuka, in his early 50s, is the father. He works for a rubber company. He is in charge of the portion of his company that manufactures electrical switch components. He works long days, usually leaving for the office early enough to arrive at 7:00 a.m., one hour earlier than his scheduled workday is to begin. The day seldom ends before 7-8:00 p.m. He likes to play tennis – but really doesn't get much chance to do so as there is no time; smokes a great deal – although he never smoked around me; and drinks a lot. He talked about his mother, brothers, and family outings. In addition to his full schedule, he teaches math for a *juku* (cram school) one night each week. I felt very honored that Atsuo had come home early on Friday and, although he was scheduled to work all day Saturday, he came home and spent the afternoon taking me to a temple and a shrine. The few minutes each evening when he said, "I will teach you now," are engraved into my memory.

Nobuo is the eleventh-grade son. He spent a month on a homestay in Logan, Utah, last summer and speaks English quite well. He generally leaves for school by 7:30 a.m. and, because he is on the swim team, seldom returns home until between 7 and 7:30 p.m. In the winter he must practice at a private swim club as his school has only an outdoor pool. His parents join the swim club for him, at some expense, so he can improve and compete. On Saturday, Nobuo had a difficult English exam followed by a swim meet and did not return until after 8 p.m. Nobuo attends a good high school and often comes home tired, wanting to sleep rather than study. But his mother reported that he must study more and more. She describes herself as an "education mama," and helps and encourages him with his studies. Nobuo had some spirited discussions with his parents over issues such as a driver's license and how long we should watch a video of family events.

The daughter, Akiko, is in her first year of high school. On the advice of her junior-high teachers, she is enrolled in a less academic high school than Nobou – a fact she is not allowed to forget. She leaves for school around 8 a.m. and usually returns after tennis at about 7-7:30 p.m. She plays the piano – but seldom has time to practice – and spends many hours studying. When the other members of the family decided to drive me to Yokohama, Akiko excused herself, saying she had to study. She is a very pleasant, polite young lady. Though not very sure of her English, she tried very hard and hopes to have an American homestay next summer.

Emi is a dynamo. She is a former English teacher who now teaches English at a *juku* two times each week at two different schools. She had her students over for a party Saturday afternoon so I could meet them and so that they could speak to a foreigner. Emi wants to impress. Having me as her guest was very important. She had guests for dinner on Friday, had made arrangements for me to learn the tea ceremony Saturday morning, took a friend and me to a golf club for Saturday lunch, arranged a Saturday afternon party for me and her students, and was in every way a perfect hostess. Emi has been to America and Hong Kong. One indication of her wish to impress was her insistence that I take a shower the American way – which was quite difficult given their Japanese equipment.

The Nakatsuka family usually spends holidays together – either at a family reunion or locally going on picnics. There seems to be little time or energy for anything else. Sex roles seem fairly traditional, with one exception. Emi is first to rise so that she can prepare breakfast and *bento* lunches for her son and daughter and last to bed each night. However, she sleeps late on Sunday while her husband prepares a Western breakfast for the family. Nobuo also enjoys cooking.

The Nakatsuka family is not wealthy, but is comfortable. Their home is in a neighborhood where the houses are all about six years old. The bottom floor consists of three large rooms and three small rooms. Emi told me there were three rooms upstairs. She did not show me the upper floor. The house is furnished with a variety of furnishings, which Emi insisted were cheap. Some obviously were not, like the piano.

The food was fantastic. Some dishes were typically Japanese, while others were Emi's version of American dishes – such as beef stew with cream. Emi glowed when I told her she made the best cup of coffee in Japan. The children said she never fed them so well. Videos of family gatherings that we watched indicated they ate well whenever there was an important event.

Durying my stay, I helped prepare for the Tanabata Festival on July 7 by decorating a bamboo branch; participated in a tea ceremony; and learned that the family celebrates Christmas, birthdays, Mother's Day, and visits the grandfather's grave once each year. Birthdays are celebrated with typical birthday cake. I saw a family video of the father eating his with chopsticks. All of the family laughed and indicated he had drunk too much. In this case, as in others, the family was open and warm – sharing family anecdotes, opinions, wanting me to know them and their friends.

# 5. SPECIAL WAYS WITH HOLIDAYS

**Introduction:**

Most people, including young people, enjoy holidays. In the early elementary grades, students spend considerable time learning about holidays and their importance. In this activity, students have the opportunity to look behind what they have learned, examining why young people are taught about holidays and identifying the values celebrated as part of holiday observances. Through a jigsaw activity in which students take responsibility for teaching other group members, they learn about holidays in other cultures, comparing and contrasting the values represented by these holidays.

**Objectives:** Students will be able to:

1. Explain the importance of holidays to a culture.
2. List values represented by particular holidays.
3. Compare and contrast values celebrated in holidays of other cultures.

**Time Required:** 1-2 class periods

**Materials and Preparation:** You will need a copy of each of the handouts provided for each group of students. You may also want to have drawing materials available.

**Procedure:**

1. Remind students of the holiday activities they did in earlier grades (reenacting the first Thanksgiving, reading about Dr. Martin Luther King, Jr., making silhouettes of Presidents Washington and Lincoln, and so on). Why do teachers spend so much time teaching children about holidays? (Because it is a way of passing along traditions and developing patriotism, because holidays reflect the culture's values and show something about its sense of identity, because understanding holidays may help children understand how citizens participate in the society, other answers)

2. If students do not mention the transmission of values, suggest this reason. Review with students the definition of a value (something believed to be important, a standard by which actions are judged). Encourage students to brainstorm a list of values many Americans hold. You may need to suggest a few (freedom, participation, hard work, kindness, cleanliness) to get students started. Post these values on the chalkboard.

3. Next, list the following holidays on the chalkboard and ask students to identify the values they embody. Students may find the values in their brainstorm list or may have to add to that list.

- Labor Day
- Veterans Day
- Christmas
- Hanukkah
- New Year's Day
- Martin Luther King Day
- Presidents' Day

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Activity developed by Laurel R. Singleton.

- Valentine's Day
- Mother's or Father's Day
- Fourth of July

Discuss briefly the fact that some holidays are religious in nature. While such holidays best represent the values of the particular religious group, they may also represent values of the larger culture as well. For example, some people who are not Christians celebrate Christmas as a festival of peace, good will, and giving.

4. Ask students if they are familiar with holidays in other cultures. Allow time for students to share their knowledge. Discuss the values that the holidays students have heard of represent; if students do not know, you may wish to post the holidays on the chalkboard with a question mark next to them.

5. Tell students they are going to compare and contrast holidays in other cultures. Divide the class into groups of six students, giving each member of a particular group a different handout. Explain that students are to read their handouts and plan how they will present the information provided to other members of their groups. Urge them not to present the information verbatim, but to rephrase and explain the information in light of the previous discussions. If time allows, students might prepare posters related to the holidays for use in their presentations. As an alternative strategy, you might divide the class into six groups and have each group present information to the class on one of the holidays.

6. Allow time for the small group presentations. Conclude the activity by asking students to identify similarities and differences they identified in their small-group discussions.

**Follow-up:**

1. Students may research other holidays around the world, including any that were listed on the chalkboard with a question mark beside them.

2. Students may wish to create a bulletin board "Celebrating Celebrations."

# BASTILLE DAY

Bastille Day is celebrated on July 14 in France. This holiday marks the day in 1789 when an angry mob attacked the Bastille, a French prison, setting hundreds of prisoners free. This event was the beginning of the French Revolution.

The slogan of the French Revolution was "*Liberte, Egalite, Fraternite*" (Liberty, Equality, Fraternity). Many of the ideas behind the French Revolution were similar to the ideas Thomas Jefferson had written about in the Declaration of Independence. The French wrote about their ideas in a document called the Declaration of the Rights of Man. Although it took many years for the French people to win a representative government protecting individual rights, they remember July 14 as the day the struggle began.

Today, Bastille Day is marked by a huge parade down the famous Champs-Elysees in Paris. Soldiers on horses, paratroopers, naval cadets, and bands line the street as the parade moves toward the Arc de Triomphe. Low-flying jets stream red, white, and blue smoke across the sky. At night, fireworks are set off, and parties with music and street dancing are held throughout the city.

**Questions to Think About:**

1. What values are celebrated on Bastille Day?
2. Is Bastille Day similar to a holiday you have studied in school?
3. How is Bastille Day unique?

# HARVEST FESTIVAL

Farmers in western Africa depend upon good weather. Without the right amount of sun and rain, their crops will fail and there will be hard times ahead.

When the harvest is good, farmers in Ghana give thanks, presenting valuable gifts to the gods. They sacrifice a sheep and offer the gods the yams they have harvested. They believe the gifts will please the gods, ensuring that future harvests will also be good.

After the giving of gifts to the gods, the chief is presented the harvest. The men and women who worked to harvest the crop are the last to enjoy the fruits of their work.

**Questions to Think About:**

1. What values are celebrated in the Harvest Festivals in western Africa?
2. Are these festivals similar to any holidays you have studied in school?
3. How are western Africa's harvest festivals unique?

# PISTA NG ANIHAN

Pista Ng Anihan is celebrated on May 15, the feast day of Saint Isidro. Saint Isidro was a Spanish farmer who is the patron saint of harvests in the Catholic religion. It is not surprising to learn, then, that this Philippine holiday celebrated on his feast day is in honor of a plentiful harvest.

Many activities mark the holiday, which is actually celebrated for two days. People decorate their homes, using corn, coconuts, and other foods as ornaments. Firecrackers are set off, various kinds of competitions are held (softball, volleyball, and basketball tournaments; greased pig races; climbing greased poles), water buffalo are blessed, and feasts are held. People attend church to give thanks for the harvest. The day ends with a great procession in which people carry lighted candles through the streets as they sing and pray. A statue of Saint Isidro is carried at the front of the procession.

**Questions to Think About:**

1. What values are celebrated in Pista Ng Anihan?
2. Is this holiday similar to any holidays you have studied in school?
3. How is Pista Ng Anihan unique?

## DRAGON BOAT FESTIVAL

This Chinese holiday is celebrated on June 24. The festival is held in honor of Ch'u Yuan, a statesman and poet who lived in the fifth century B.C. Ch'u Yuan believed that the Chinese government treated the people unfairly. He also believed that if you saw a wrong, you must try to correct it.

Ch'u Yuan worked to correct the injustice he saw. In the process, he made an important prince angry. The prince accused Ch'u Yuan of being dishonorable. As a commoner, Ch'u Yuan could do nothing to defend himself. Unhappy about the accusation, he drowned himself in the Mi-Lo River.

When people found out what Ch'u Yuan had done, they ran to the river to try to save him, but they were too late. To keep Ch'u Yuan's spirit alive, the Chinese people threw rice into the river. One day, the legend says, Ch'u Yuan's spirit appeared to a fisherman. The spirit said a dragon had eaten the rice; the spirit also said the rice should be wrapped in silk and tied with silk threads of different colors.

Today, the Chinese honor Ch'u Yuan by wrapping rice in bamboo leaves and tying it with string. Wearing their best clothes, they watch boat races at nearby rivers and lakes. The dragon-shaped boats re-enact the efforts to save Ch'u Yuan.

**Questions to Think About:**

1. What values are celebrated in Dragon Boat Festival?
2. Is this holiday similar to any holiday you have studied in school?
3. How is Dragon Boat Festival unique?

## RAMADAN AND ID-UL-FITR

Ramadan is a Moslem holiday celebrated in late summer or early fall. When the full moon appears, Moslem people in Jordan, Pakistan, Syria, and other countries begin a monthlong fast. During the month, they do not eat or drink during the daytime.

The fast is in honor of the prophet Mohammed, who started the religion of Islam. The holy book of Islam, the *Koran*, says that fasting and prayer quiet the spirit and discipline the soul. By fasting together, Moslems experience a feeling of togetherness.

When the month of fasting ends, a three-day festival known as Id-Ul-Fitr is held. On the first morning of the festival, Moslems pray in the mosques. Families then share the first midday meal in a month, enjoying many of their favorite dishes (noodles cooked with milk, sugar, and coconut; lamb and goat meat; candy made of ground nuts, honey, sesame seeds, and grated cheese). Children receive gifts during the festival. Many families attend fairs, playing on rides and enjoying fireworks. The last day of the festival is a time for families to visit relatives and friends.

**Questions to Think About:**

1. What values are celebrated in Ramadan and Id-Ul-Fitr?
2. Are these holidays similar to any holidays you have studied in school?
3. How are Ramadan and Id-Ul-Fitr unique?

# CINCO DE MAYO

Cinco de Mayo, or the Fifth of May, is a Mexican holiday. It marks the anniversary of an 1862 battle between Mexico and France. At the time, Mexico owed money to many countries; France wanted its money immediately. To get it, an army of 6,000 Frenchmen attacked the Mexican army of only 2,000 soldiers at the city of Puebla. The battle lasted more than a week, with the Mexican troops fighting valiantly for their country. Finally, the Mexican general Zaragoza and his troops won the battle.

Among the events that mark the holiday today are parades, re-enactments of the battle with the French, fiestas, and fireworks. Children participate in breaking a *pinata*, a clay pot filled with candy and covered with papier mache to resemble an animal.

**Questions to Think About:**

1. What values are celebrated in Cinco de Mayo?
2. Is this holday similar to any holiday you have studied in school?
3. How is Cinco de Mayo unique?

## 6. RELIGION AND VALUES

**Introduction:**

If you used Activity 5, your students have already been exposed to the idea that people's values and cultural celebrations are often related to their religion. This activity allows them to explore the common characteristics of religions and to conduct research into one religion in particular.

**Objectives**: Students will be able to:

1. List six common characteristics of religions.
2. Conduct research into the characteristics of one religion.
3. Give an example of a value shared by several religions.

**Time Required**: 2 class periods

**Materials and Preparation**: You will need copies of Handout 6-1 for all students. You will also need to arrange for library time for the class or collect appropriate reference works for use in the classroom.

**Procedure:**

1. If you used Activity 5, remind students of the religious holidays covered in that lesson. Ask students to brainstorm a list of religious holidays they are familiar with. For each, list the associated religion.

2. Point out that there are many religions practiced in the world. How many are represented in the class list? If the number is low, you might ask students to hypothesize about why this is true. (Some religions are more common in the United States than others, and most Americans know little about the other religions.)

3. Tell students that most religions do set aside special holy days or holidays. Most religions also have other characteristics in common.

4. Distribute Handout 6-1 and go over the directions with students, making sure they understand each set of characteristics. Divide the class into several groups and assign each group one of the following religions to research:

- Buddhism
- Eastern Orthodoxy
- Hinduism
- Islam
- Judaism
- Protestantism
- Roman Catholicism
- Shinto
- Taoism

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Activity developed by Laurel R. Singleton.

5. Allow time for students to complete their research.

6. Ask each group to share the results of their research. Focus the follow-up discussion on similarities and differences that emerge from students' research. Point out that religious differences have created many conflicts and even wars.

**Follow-up:**

Have students conduct additional research on religions, determining where each religion is practiced, how it has spread, what conflicts have arisen around the religion, and so on.

# INVESTIGATING RELIGIONS

A religion is a set of beliefs about people, the universe, and a god or gods. In addition to having beliefs, religions also have other characteristics. These include:

- Ideas about how people should behave, or a code of conduct.
- Religious writings that tell the history and beliefs of the religion. The beliefs of most religions include ideas about the creation of life on earth and about what happens after death. The religious writings are used to teach others about the religion.
- Religious leaders or teachers.
- Rituals or special ceremonies for worship.
- Holidays.

Working with a group of your classmates, research these characteristics for the religion your teacher assigns.

Religion ______________________________

Beliefs ______________________________

______________________________

Code of Conduct ______________________________

______________________________

Religious Writings ______________________________

______________________________

Religious Leaders ______________________________

______________________________

Rituals ______________________________

______________________________

Holidays ______________________________

______________________________

## 7. THE TREES OF LIFE

**Introduction:**

This lesson uses folklore as an approach to values. Through world tree lore, students see more clearly how humans have connected themselves to their environment by a strong spiritual and psychological web that exists along with the ecological web. The deepened perceptions students will gain from this activity can be brought to bear on consideration of current environmental issues, particularly issues related to the worldwide use of trees; this issue is one of those covered in Activities 14 and 16.

**Objectives**: Students will be able to:

1. Compare and contrast tales and attitudes about trees.
2. Cite tree lore as an example of how humans have connected themselves to the environment.
3. Produce a tree folk tale in their own words or through other media.
4. Define their own attitudes toward trees.

**Time Required**: 4-5 class periods

**Materials and Preparation**: You will need enough copies of Handouts 7-1, 7-2, and 7-3 for one-third of the class to receive each.

**Procedure:**

1. Explain to students that all cultures have folklore – common wisdom that is passed from generation to generation, often in the form of tales or sayings (proverbs). This folklore tells us much about the values of the culture. This activity will help students analyze folklore about trees.

2. Explain that students will be reading short excerpts from folklore from around the world. The readings fall into three categories: (1) trees as the source of life (Handout 7-1); (2) trees as dwelling places of spirits (Handout 17-2); and (3) trees as sources of wisdom and healing (Handout 7-3).

3. Divide the class into three groups. Give each group one of the handouts. Instruct the groups to spend the rest of the class period reading the item, discussing it in their group, and planning to present the item to the class. The presentations can be done in a variety of ways, including:

- Through a choral reading.
- Through a dramatization.
- By illustrating the reading with a mural, sculpture, or other appropriate art work.
- By researching the story and bringing in further information (pictures, fuller stories, etc.) to share with the class.
- By finding or writing a song or poem that is related to the reading and presenting it.

Allow students to go to the library or media center if necessary; to encourage additional research on related folklore, you may wish to allow an extra class period for library work.

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Activity adapted from "The Trees of Life," by Judith M. Barnet, *Intercom*, number 90-91 (December 1978), pp. 55-72. Used by permission of Global Perspectives in Education, a program of the American Forum. The source of information for the student materials was *Maypoles and Wood Demons: The Meaning of Trees*, by Elizabeth S. Helfman (New York: Seabury Press, 1972).

4. Allow time for students to make their presentations. This is likely to take an entire class period, particularly if you allow time for discussion after each presentation.

5. Conduct a large-group discussion of the presentations, focusing on the values they embody. Some questions that may help spark discussion are:

- One reading indicates that there were different versions of the story ("At other times this Hindu tree [Kalpadruma] was called Soma"). Why do you think this is true? What does the existence of various versions of the same story say about humans and their values? Can you think of any American folktales of which there are several versions?
- Can you explain why, in folklore, death is often symbolically represented as a forester?
- What American folk figures are related to trees? (Johnny Appleseed, Paul Bunyan) What attitudes did they have toward trees? Do Americans today have these attitudes?

6. Raise the question of how modern people respond to the idea of spirits in trees or animals. Discuss students' reactions to the following accounts, which you may read aloud:

- S. Powers, in an 1877 account of the Karok Indians of California, reports that when an Indian had occasion to cut branches from a sacred tree, he took care to leave the topmost branch and two side branches, causing them to resemble a person's head with two outstretched arms beneath. The Indian is usually in great distress when cutting the wood and weeps copiously but cannot say why, unless by his grief, he hopes to lessen the wrath of the spirit whose branches are being cut off (from *Forest Folklore, Mythology, and Romance*, by Alexander Poreteus, Detroit: Singing Tree Press, 1968, reissue of 1928 edition).
- The Maoris of New Zealand believe that their god lived in giant trees called kauris. When they wanted one of these trees for a war canoe, they would first tell the god that they were much in need of his dwelling place. Trembling with fear, they would then cut down the great trunk. Each man was allowed to wear only one garment as he swung his stone ax and was forbidden to eat until the work was done (from *Maypoles and Wood Demons*).
- Old peasants in some parts of Austria still believe that forest trees are animate and will not allow an incision to be made in the bark without special cause; they have heard from their elders that the tree feels the cut not less than a wounded person. In felling a tree, they beg its pardon. It is said that in Germany, old woodmen still secretly ask a fine, sound tree to forgive them before they cut it down (from *The Golden Bough: A Study in Magic and Religion*, by James Frazer, New York: Macmillan, 1951).

7. Ask students to look for new evidence of respect for nature around you. Are people trying to "conquer" the natural world, or are they finding new ways to adapt to it? Students should look for evidence to support their views in the newspaper, on television news, or in other media. The information they gather can be used to create a class bulletin board on people and trees.

8. As a culminating activity, ask students to write paragraphs expressing their own attitudes toward trees and how people can protect our forests.

**Follow-up:**

1. Have students research annual festivals celebrating trees. Their "tour" will take them at least to Spain, Switzerland, Israel, England, all over the United States, and to India and Africa.

2. Students might investigate the trees in your community, determining what kinds there are, how old they are, how trees have been used in your community (as fuel, as a resource for building homes, etc.). Are trees an important part of your community's economy? What is being done to protect trees?

3. Conquering armies or victorious ideas usually take great pains to discredit the customs and beliefs of the society they have defeated. They fear that old beliefs may rise again to threaten the new rules or the new doctrine. But old ways are stubborn and die hard. They struggle for life like weeds

growing through cracks in the sidewalk. Sometimes they persist openly, sometimes by resorting to tricky methods like disguise. It often takes some sleuthing to trace customs back to their origins. Ask students to search out the origins of the following customs and explain whether they think these customs are open or hidden:

- Christmas trees.
- Knocking on wood.
- The Jewish prohibition against eating pork.
- The law passed under the regime of Mustafa Kemal in Turkey in 1925 abolishing the fez.

## TREELORE: TREES AS THE SOURCE OF LIFE

Many early peoples believed that the world was a giant tree. Its branches held up the sky. Its roots were like drills that dug into the earth to find water; that water became the world's rivers.

Nebuchadnezzar was the king of Babylonia in the sixth century B.C. His dream of a world tree was described in the Bible:

> *Thus were the visions of mine head in my bed; I saw, and behold, a tree in the midst of the earth, and the height thereof was great. The tree grew, and was strong, and the height thereof reached unto heaven, and the sign thereof to the end of all the earth: The leaves thereof were fair, and the fruit thereof much, and in it was meat for all: the beasts of the field had shadow under it, and the fowls of the heaven dwelt in the boughs thereof, and all flesh was fed of it.*

Other legends about world trees can be found in the folklore of Japan, Central Asia, northern Europe, China, west and southwest Africa, Greece, Egypt, Tibet, and Siberia. In India the world tree was given different names in legends from different times. When known as Kalpadruma, the world tree was a huge tree growing on a steep mountain. Before the sun and the moon were created, the shadow of this tree made day and night. Bright flowers and singing streams of clear water surrounded it. If you came near the tree, you would become both wise and happy.

At other times this Hindu world tree was called Soma. A magical juice came from the branches of the Soma. Birds sat on the branches and pressed out the juice all day and all night. If you drank it, you would never die. The gods made the sky and the earth from this tree. The seeds of all the plants that grow on earth came from the tree.

Discuss this treelore in your group. If someone believed these legends, how would they feel about trees? How would they act toward trees?

Try to find out more about folklore in which trees were seen as the source of life. Then choose one example of this folklore to present to your class. Try to think of an interesting way to present the information. Some ways of presenting it might include the following:

- A choral reading
- A dramatization
- Through a mural or sculpture
- By finding or writing a song or poem related to the folklore

Use the following outline to plan your presentation:

1. From what part of the world does your treelore come? ____________________

2. Summarize the beliefs about trees represented by your treelore.

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. Summarize what you think this treelore shows about the people of the region.

____________________________________________________________

____________________________________________________________

____________________________________________________________

4. List three points about this item of treelore that you want to present to the class:

   a. __________________________________________________________

   ____________________________________________________________

   b. __________________________________________________________

   ____________________________________________________________

   c. __________________________________________________________

   ____________________________________________________________

5. Describe how you will present these points. That is, sketch the artwork you will present, write a script for your dramatization, write the song you will present, etc.

## TREELORE: TREES AS DWELLING PLACES OF SPIRITS

Early peoples often saw humans and other living things as being pretty much alike. They did not see humans as somehow superior, as many people today do. If people had souls, so did other living things. Certainly trees had souls, since they were so majestic and enduring. Some trees were believed to be the homes of spirits or gods.

For example, the ancient Greeks believed that the laurel tree was the home of a beautiful nymph named Daphne. Apollo, the Greek sun god, was in love with Daphne, but she did not love him in return. In fact, she wanted nothing to do with him. He did not give up, however, chasing her through the woods, day after day. One day, as Daphne ran from Apollo, she prayed to the gods to let the earth swallow her up or at least change her to a different form. As she held her arms up in prayer, she was covered with bark and leaves. She had become a laurel tree. Apollo promised to love the laurel tree above all others.

The Arikara Indians of the North American prairie believed that the cedar tree was sacred. They called this tree the "Grandmother of Life." Because the cedar stays green all year long, it promises that the world will be reborn again each spring.

Discuss this treelore in your group. If someone believed stories such as these, how would they feel about trees? How would they act toward trees?

Try to find out more about folklore in which trees are seen as the dwelling places of spirits. Then choose one example of this folklore to present to your class. Try to think of an interesting way to present the information. Some ways of presenting it might include the following:

- A choral reading
- A dramatization
- Through a mural or sculpture
- By finding or writing a song or poem related to the folklore

Use the following outline to plan your presentation:

1. From what part of the world does your treelore come? ____________________
2. Summarize the beliefs about trees represented by your treelore.

____________________________________________

____________________________________________

____________________________________________

3. Summarize what you think this treelore shows about the people of the region.

________________________________________

________________________________________

________________________________________

4. List three points about this item of treelore that you want to present to the class:

a._______________________________________

________________________________________

b._______________________________________

________________________________________

c._______________________________________

________________________________________

5. Describe how you will present these points. That is, sketch the artwork you will present, write a script for your dramatization, write the song you will present, etc.

# TREES AS SOURCES OF WISDOM AND HEALING

Many peoples have associated trees with wisdom and health. Sometimes, this knowledge has been seen as evil, rather than good. For example, the Book of Genesis in the Bible tells of the garden of Eden. Here, God put "every tree that is pleasant to the sight, and good for food, the tree of life also was in the midst of the garden, and the tree of knowledge of good and evil." According to the Bible, God forbade Adam and Eve, the first humans, to eat from the tree of knowledge. They disobeyed and were banished from Eden. Because of their disobedience, the world has known death and evil.

The Koran, the sacred book of the Muslims, also tells of a tree growing in paradise. This huge tree shaded all of paradise and provided delicious fruit to everyone on earth. For souls in paradise, the tree also provided milk, honey, and wine.

A present-day French herbalist named Andre Simoneton has suggested that the healing powers of plants, including the flowers, roots, and bark of trees, might be due not just to their chemical content, but also to the healthy wavelengths they radiate.

Discuss this treelore in your group. If someone believed these stories, how would they feel about trees? How would they act toward trees?

Try to find out more about folklore in which trees were seen as sources of wisdom and healing. Then choose one example of this folklore to present to your class. Try to think of an interesting way to present the information. Some ways of presenting it might include the following:

- A choral reading
- A dramatization
- Through a mural or sculpture
- By finding or writing a song or poem related to the folklore

Use the following outline to plan your presentation:

1. From what part of the world does your treelore come? ____________________

2. Summarize the beliefs about trees represented by your treelore.

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. Summarize what you think this treelore shows about the people of the region.

______________________________________________________________

______________________________________________________________

______________________________________________________________

4. List three points about this item of treelore that you want to present to the class:

a.____________________________________________________________

______________________________________________________________

b.____________________________________________________________

______________________________________________________________

c.____________________________________________________________

______________________________________________________________

5. Describe how you will present these points. That is, sketch the artwork you will present, write a script for your dramatization, write the song you will present, etc.

# 8. SCHOOL RULES AROUND THE WORLD

**Introduction:**

School is a common experience for young people all around the world. One of the important goals of schooling is to teach children the values and social norms of their culture and nation. In this activity, students examine rules from schools in three different countries: Japan, China, and the Soviet Union. They compare these sets of rules to rules established in their own classroom or school. In so doing, students identify practices, values, and ideals shared by nations around the world. They also analyze how rules reflect cultural and national differences.

**Objectives**: Students will be able to:

1. Discuss the purpose of school rules in the functioning of the school and in the education of children.

2. Identify commonalities and differences in the rules that govern classrooms in four different countries, including the United States.

3. Appreciate values, expectations, and customs shared across cultures while respecting national and cultural differences.

**Time Required**: 1-2 class periods

**Materials and Preparation**: Make enough copies of Handouts 8-1, 8-2, and 8-3 for one-third of the class to get each handout. Also make copies of your classroom or school rules if they exist in written form.

**Procedure:**

1. Write the following statement on the chalkboard: "No talking while the teacher is talking." (You may substitute for this rule any other explicit or understood rule important in your own classroom.) Ask students what this statement represents. (A rule) What is a rule? What do students think are the reasons for establishing a rule such as this classroom rule, family rules, or local or national laws? Lead students towards an understanding that rules help people who live, play, or work together get along. Rules provide guidelines for how people should behave, what they can or can't do, and so on.

2. Ask the class to give other examples of rules that they follow in your class or in the school building. How do they know what the rules are? Are some rules written down for all students to see? Are some rules spoken? Understood?

3. Once the definition and purpose of rules have been established, ask students what rules can show about the groups of people who make and follow them. Refer to the rule written on the chalkboard. Based on this rule, what is important in your classroom? (No talking rule—courtesy, respect for the teacher.)

4. Explain that students will work in small groups to examine school or classroom rules from three different countries—Japan, China, and the Soviet Union. Each handout presents an actual example of rules in a particular country. However, students should be cautioned that, just as in the United States, school rules may vary from place to place within a country and that they are looking at just one example.

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Activity developed by Lynn S. Parisi.

5. Divide the class into three working groups and distribute one of the three school rules sheets (Handout 8-1, 8-2, or 8-3) to each group. After reading through the set of rules from their assigned country, each group should divide their list of rules into two categories: those rules that are similar to rules they have or would expect to see (follow) in their own school or classroom, and those rules that would seem strange or out of place in their school.

6. Call the class back together. Allow each group to report on its findings. List responses on the board under two headings: similar rules, dissimilar rules.

7. When all groups have reported, turn students' attention to the list of similar rules. What does each rule indicate about the people or society who made it and follow it? What is important to people who make and follow such a rule? Based on student responses, what common values, beliefs, practices, or customs seem to exist across these nations and cultures? Are students suprised at these similarities? Do students think such things would be important no matter what country a person lived in? Why or why not?

8. Turn to the rules students felt to be dissimilar to U.S. school rules. Discuss why each rule seemed strange to the students. Would some of these rules be difficult to enforce in your classroom? In many U.S. schools? Why? What do these rules say about the people or society that made them – that is, what things are important to them? Ask students to formulate hypotheses concerning differences between the United States and these three other nations based on school rules.

**Follow-up:**

As an extension activity, select one set of school rules from the three examples and have students simulate these rules in their own classroom for a day or week. Have students discuss or write a composition explaining what it felt like to follow the school rules of another country.

## CLASSROOM RULES IN A JAPANESE SCHOOL

1. Remove your shoes as you enter the school. Place your shoes in your own cubbyhole in the front hallway and put on school slippers.

2. When the teacher first enters the classroom, rise and bow to the teacher. Greet the teacher altogether, saying ohayo sensei (good morning, teacher).

3. Come to school prepared with pencils, erasers, pens, paper, and textbooks.

4. Raise your hand to answer questions. When called upon, stand before answering.

5. Be quiet during class time.

6. At the end of the day, help clean your classroom, school halls, and schoolyard. All trash must be picked up, the floors and yard swept, and chairs stacked before students may leave the school.

7. Help and watch out for younger children on and off the school grounds.

## SCHOOL RULES IN CHINA

1. Do not be late to class. Do not miss school.
2. Be cooperative. Show group spirit. Work together with your classmates.
3. Respect your teachers.
4. Listen carefully in class.
5. Be courteous at all times. Do not fight.
6. Protect school property.
7. Do all homework carefully.
8. Participate in extracurricular activities.
9. Obey school rules.
10. Do not do anything harmful to your country.

# RULES FOR ELEMENTARY SCHOOL CHILDREN IN THE SOVIET UNION

It is the duty of every school child to:

1. Become an educated citizen and serve the nation.
2. Never be late to class.
3. Obey without question the orders of teachers and the principal.
4. Bring to school all books, paper, and pencils.
5. Appear at school washed, combed, and neatly dressed.
6. Keep your desk clean.
7. Enter the classroom and take your seat as soon as the bell rings.
8. Never enter or leave class without teacher's permission.
9. Stand as the teacher enters or leaves the room.
10. Stand straight while reciting; raise hand to answer or ask a question.
11. Make notes of all assignments, show notes to parents, do all homework without help.
12. Greet teachers and principal on the street with a bow.
13. Be polite to elders.
14. Take good care of school property.
15. Be courteous to little children, the aged, the weak, and the sick. Help them in every way.
16. Obey parents and assist in care of little brothers and sisters.
17. Always carry your school identification card.
18. Honor your school and class.
19. Never use bad language, smoke cigarettes, or gamble.
20. Memorize all school rules.

# III. STUDYING GLOBAL SYSTEMS

*Many global studies programs focus on interdependence without explicitly dealing with the notion of systems—yet it is through systems of various kinds that we experience interdependence. The first activity in this section introduces the concept; the remaining activities deal with examples of different kinds of systems—economic, political, technological, and ecological. Because global systems may seem abstract to students, each activity deals with specifics before focusing on how these specifics relate to a system. The activities on economic and political systems also extend students' understanding of values.*

## 9. WHAT IS A SYSTEM?

**Introduction:**

The earth operates as a huge system of interrelated subsystems. In recent years, the complexity and pervasiveness of many of these systems have made us more aware of their importance. In this activity, students develop a definition of the word *system*, learn about different kinds of systems, and identify examples of each kind of system in the news.

**Objectives:** Students will be able to:

1. Define the term *system*.
2. List four kinds of systems.
3. Classify headlines according to which kind of system they relate to.

**Time Required:** 1 class period

**Materials and Preparation:** You will need copies of Handout 9-1 for all students. You will also need dictionaries and copies of newspapers or newsmagazines.

**Procedure:**

1. Ask students to suggest possible definitions for the term *system*. Post their answers on the chalkboard. Then allow students to look up the word in the dictionary and help them identify key elements of a definition: A group of things working together to form a whole.

2. Point out that students are part of an educational system. Ask them to identify other parts of the system (Teachers, administrators, taxpayers, buildings, buses, etc.).

3. Tell students that something as simple as a bicycle is a system. What are the parts of this system? (Wheels, seat, pedals, chain, gears, handlebars, etc.) Ask students to list other examples of systems with which they are familiar. Post students' examples on the chalkboard.

4. Point out that many kinds of systems are represented in students' list. They are going to be studying four kinds of systems in the remainder of this lesson.

5. Distribute Handout 9-1 and allow time for students to read it. Read the following headlines aloud to students, asking them to indicate what kind of system is represented by each. (Note that some headlines may represent more than one kind of system, showing the interrelatedness of various subsystems.)

   - State Department Bars PLO Leader from Appearance at U.N.
   - French-Soviet Team Rockets into Space
   - British Rock Group Number 1 in Africa
   - Japanese Auto Plant Opens in Indiana
   - U.S. and Canadian Scientists Meet to Discuss Acid Rain

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Based on an activity developed by Lynn S. Parisi.

6. Divide the class into groups of four or five students, giving each group one or more newspapers or newsmagazines. Ask each group to find an article representing each kind of system and to use the five articles to create the front page of their own newspaper, *The Systems Gazette*.

**Follow-up:**

1. Each group could choose one type of system and make a poster illustrating global dimensions of that kind of system.

2. Students may monitor newspapers or television news to determine which kind of system most often "makes news."

## ALL KINDS OF SYSTEMS

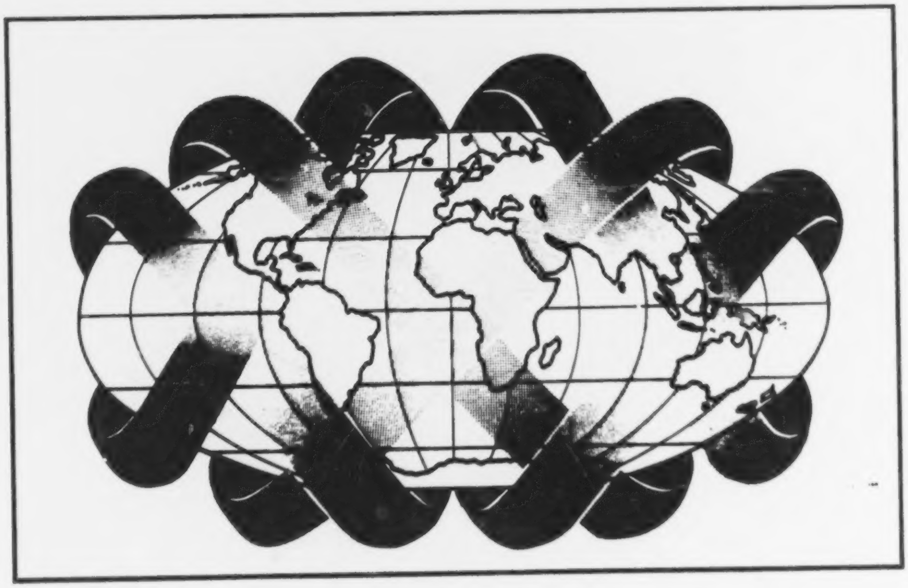
There are many different kinds of systems. Four kinds of systems that are important in today's world are described briefly below.

**Political systems.** Political systems involve government and the making of policy. International political systems involve relationships between governments. The United Nations is an example of an international political system.

**Economic systems.** Economic systems have to do with the production, distribution, and consumption of goods and services. Economists used to think mostly about national economic systems. However, because people in almost every country depend on other countries for some resources and products, we now talk about the global economic system as well.

**Ecological systems.** Ecological systems involve the relationships between the natural environment and the plants and animals living there. While an ecological system can exist in a very small area, other systems—such as the Amazon rain forest—are very large. Changes in such large systems can have effects worldwide.

**Technological systems.** One way of defining technology is "a scientific method of achieving a practical purpose." Thus, technologies are tools, developed using scientific principles, that help humans achieve their goals. Complex modern technologies are systems themselves. However, many technologies can also be used together in a larger technological system. For example, worldwide communication systems form a complex technological system.



# 10. THEY'VE GOT THE WHOLE WORLD IN THEIR HANDS

**Introduction:**

Multinational corporations exemplify increasing global interdependence and the changing business practices that both respond to and accentuate this trend. The decisions made by such corporations affect people all over the world. In this activity, students begin to explore the ways in which multinational corporations influence their lives. They will see that the United States is linked to other countries through a network of private business and trade.

**Objectives:** Students will be able to:

1. Explain and identify examples of multinational corporations.
2. Recognize that multinational corporations influence the lives of people around the world.
3. Cite multinational corporations as evidence that global economic systems exist.

**Time Required:** 1 or more class periods

**Materials and Preparation:** Made a copy of Handout 10-1 for each group of three or four students.

**Procedure:**

1. Divide the class into small groups of three or four students each. Give a copy of Handout 10-1 to each group. Explain that the students should look at each brand name in the left-hand column, identify the type of product associated with that brand name, and guess the country in which its headquarters or parent company (owner) is based. Allow 10 to 15 minutes for the groups to fill in their handouts.

2. Read each brand name and ask the groups to report their answers orally. Record the students' answers on the chalkboard. When all answers have been reported, write the correct answers on the chalkboard – or star any correct answers that students have reported. For your convenience, the correct answers are reproduced below:

| Brand Name | Product(s) | Country |
|---|---|---|
| Shell | oil/gasoline | Netherlands |
| Baskin-Robbins | ice cream | Great Britain |
| Nestle | chocolate/candy | Switzerland |
| Bayer | aspirin | West Germany |
| Michelin | tires | France |
| Pepsodent | toothpaste | Netherlands |
| Timex | watches | Norway |
| Lipton | tea/soups | Great Britain |
| Sony | televisions/radios/tape players | Japan |
| Magnavox | televisions | Netherlands |
| Bic | pens | France |
| Bantam | books | Italy |
| Stouffer | food/restaurants | Switzerland |
| American Motors | automobiles | France (Renault) |
| Progresso | foods | Canada |
| Adidas | shoes/clothing | West Germany |
| Samsung | televisions | Korea |

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This activity is based on an idea developed by Global Perspectives in Education.

3. Ask whether the students notice anything unusual about the correct answers. (None of the companies has corporate headquarters in the United States.) What were their reasons for guessing that the headquarters of some of these companies are located in the United States? (All these brand names are familiar to consumers in the United States.)

4. Point out that these brand names are just a few examples of many thousands of products that are sold all over the world. Such products may be made by relatively small companies or by huge corporations that have manufacturing plants in many different countries. Ask students to suggest some names or terms that might be used to describe such companies.

5. Write the term *multinational corporation* on the chalkboard. Explain that this is the term most commonly used to refer to companies that produce and/or sell goods or services in more than one country.

6. Review with students the definition of *system* developed in Activity 9. What kind of system do multinational corporations represent? (economic)

**Follow-up:**

1. Ask the students to look around the classroom for evidence that other items were produced by multinational corporations. You may need to suggest that they look at the title pages of books (many publishers have offices in more than one country), at labels on clothing or backpacks, and at various kinds of other items—for example, maps, globes, bulletin boards, notebooks, pencils, audiovisual equipment, and classroom furniture—which may be stamped or printed with the names of the countries in which they were made. Ask each student to start a list of such items and add to it during the rest of the day, both at school and at home.

2. Ask students to look through magazines and newspapers for advertisements of products from other countries that are sold in the United States. Make a bulletin-board display of these ads and add to it throughout the remainder of the semester or year.

3. Challenge students to find out where the components of "American-made" cars are manufactured. Since many components are made elsewhere and then assembled in the United States, what does "American-made" really mean?

## CORPORATIONS AROUND THE WORLD

Working as a group, write down the type of product you associate with each brand name. Then guess where (in which country) the company's headquarters is located.

| Brand Name | Product(s) | Country |
|---|---|---|
| Shell | | |
| Baskin-Robbins | | |
| Nestle | | |
| Bayer | | |
| Michelin | | |
| Pepsodent | | |
| Timex | | |
| Lipton | | |
| Sony | | |
| Magnavox | | |
| Bic | | |
| Bantam | | |
| Stouffer | | |
| American Motors | | |
| Progresso | | |
| Adidas | | |
| Samsung | | |

## 11. GLOBAL BURGERS

**Introduction:**

Since American GIs made some of their favorite culinary institutions internationally famous during World War II, the words "hamburger" and "Coke" have been understood all over the globe. In this activity, students examine the McDonald's fast-food restaurant chain as a worldwide phenomenon. By doing so, they explore recent examples of ways in which we have imported ideas from other cultures and vice versa, building on the previous lesson's introduction to the global economic system.

**Objectives:** Students will be able to:

1. Discuss the influence of American ideas and products on other cultures.

2. Cite examples of ideas and products that Americans have "borrowed" from other cultures.

3. Explain some of the effects of transmitting ideas across cultures, particularly through marketing of products by corporations.

**Time Required:** 1 class period

**Materials and Preparation:** Duplicate enough handouts so that each group of four or five students can have a complete set; find and bring to class a picture of a well-known symbol representing the McDonald's fast-food restaurant chain—for example, the "golden arches" or Ronald McDonald (mask out any identifying type).

**Procedure:**

1. Introduce the activity by displaying the picture of a McDonald's symbol and asking what it represents. Then ask how many students know the location of the nearest McDonald's franchise. How many McDonald's restaurants are there in your community? Where else could the students expect to find a McDonald's? If necessary, point out that the McDonald's chain has spread, not only throughout the United States, but all over the globe as well.

2. Divide the class into small groups of four or five students and give each group a set of the "Big Mac Around the World" handouts (Handout 11-1) and a "Where Did This Ad Come From?" worksheet (Handout 11-2). Explain that the purpose of this exercise is to guess where in the world each of the ads might have come from and fill in the names of those cities or countries on the worksheet. (Note: This task will involve a lot of wild guessing, since some of the ads contain few or no clues.)

3. When all the groups have completed their worksheets, record all the guesses on the chalkboard. Ask what clues, if any, the students used in making their decisions. Can they identify any of the foreign languages used in some of the ads? Allow time for them to attempt to translate some of the terms in the foreign-language ads.

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Activity developed by Jacquelyn Johnson and John Benegar.

4. Now write the correct answers on the chalkboard. (For your convenience, they are provided below.)

Page 1. France
Page 2. Japan
Page 3. Costa Rica
Page 4. Ireland
Page 5. Hong Kong
Page 6. Germany
Page 7. Brazil
Page 8. Sweden
Page 9. The Netherlands
Page 10. Singapore

5. Ask whether the students are surprised that there are McDonald's restaurants in all those places. How do they think the restaurant chain became so widespread all over the world? What other parts of American culture are popular in other countries? (Students may mention television, movies, sports events, jeans, and various forms of recorded music.) How do they think people in other countries find out about such cultural phenomena?

6. Allow ten minutes for students to brainstorm a list of products, activities, and ideas from other countries that have become popular in this country. Accept all answers, but encourage students to think of a wide variety of categories. For example, some "imported" sports might be rugby (from England) and bicycle racing (which has long been popular in Europe but has caught on in the United States in the past ten years). Fast-food chains featuring Mexican (tacos and burritos), English (fish'n'chips and pasties), Italian (spaghetti and lasagna), and Japanese (tempura and sushi) foods have spread throughout this country. Popular brands of cameras, automobiles, stereophonic sound systems, tape recorder/players, running shoes, skis, bicycles, and calculators are imported by the United States from foreign countries. Many performing artists and entertainers from other countries have become popular here. Karate, tai chi, and other Oriental martial arts have attracted a wide and growing following in this country.

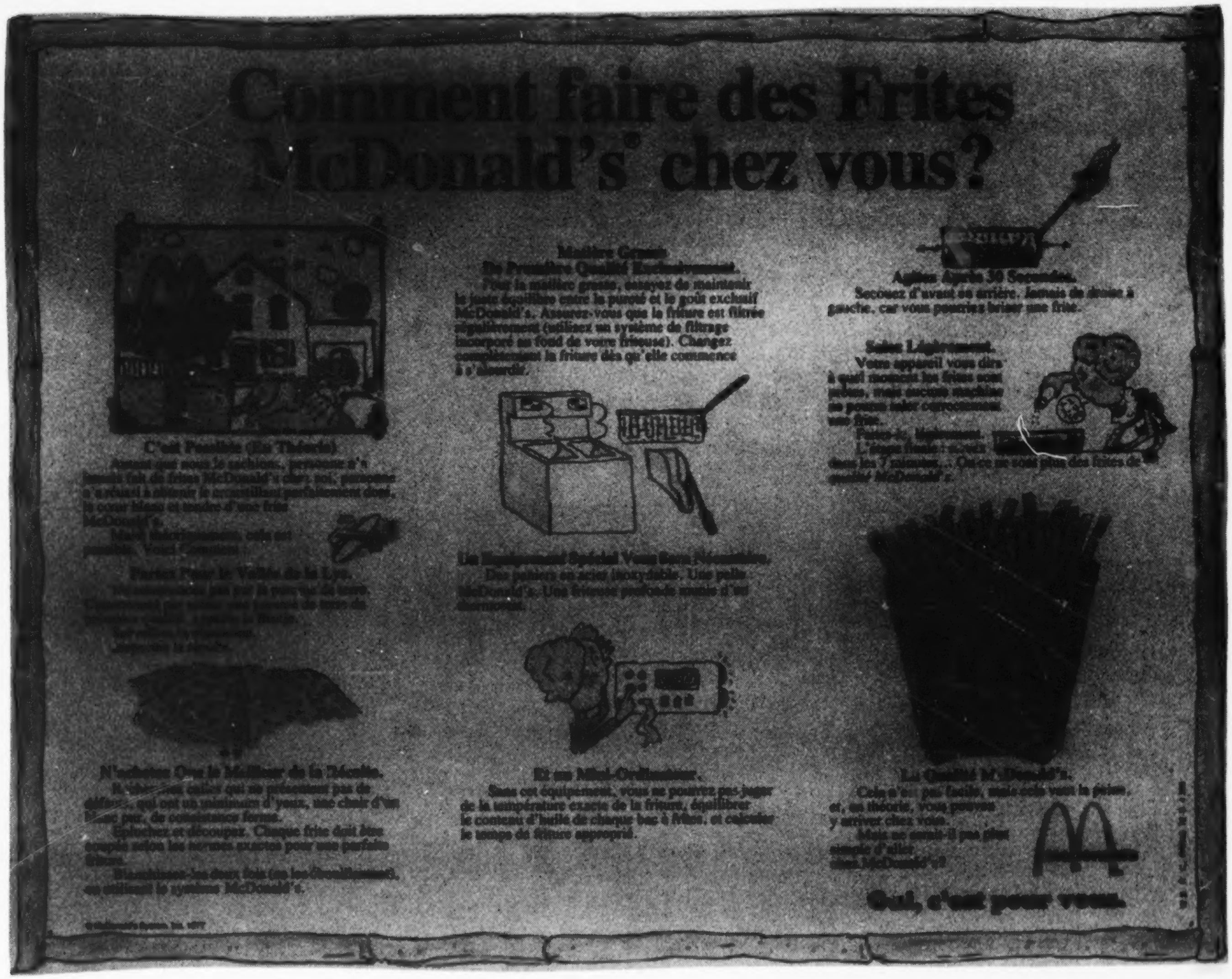
7. Ask students what effects such cultural "borrowing" might have, both on themselves and on people in other countries. Does it add to the richness and enjoyment of life? Does it help us understand more about one another? What would life be like if all these cultural "imports" were to suddenly disappear?

8. Finally, ask students whether, given the prevalence of international businesses, cultural borrowing today might not be regarded as cultural "selling." What might some effects of this cultural "selling" be?

**Follow-up:**

Post a large map of the world. Ask students to collect examples of products, or advertisements for products, sold in the United States but made in other countries. Mark each country with a pushpin or sticker. Ask the students to locate as many different countries as possible. (To motivate students to participate, you might ask them to set a goal before beginning this project – for example, products from 50 different countries. Keep track of the total and add to it as new countries are identified.) When you decide to stop collecting examples, mark your home community with a pushpin or sticker and use yarn or colored string to connect it with all the other pushpins or stickers.

# BIG MAC AROUND THE WORLD



## Comment faire des Frites McDonald's® chez vous?

**C'est Possible (En Théorie)**

Autant que nous le sachions, personne n'a jamais fait de frites McDonald's chez soi, personne n'a réussi à obtenir le croustillant parfaitement doré, le cœur blanc et tendre d'une frite McDonald's.

Mais théoriquement, cela est possible. Voici Comment.

**Partez Pour la Vallée de la Lys.**

[illegible]

**N'achetez Que le Meilleur de la Récolte.**

Recherchez celles qui ne présentent pas de défauts, qui ont un minimum d'yeux, une chair d'un blanc pur, de consistance ferme.

Epluchez et découpez. Chaque frite doit être coupée selon les normes exactes pour une parfaite friture.

Blanchissez-les deux fois [illegible] en utilisant le système McDonald's.

© [illegible]

**Matière Grasse De Première Qualité Exclusivement.**

Pour la matière grasse, essayez de maintenir le juste équilibre entre la pureté et le goût exclusif McDonald's. Assurez-vous que la friture est filtrée régulièrement (utilisez un système de filtrage incorporé au fond de votre friteuse). Changez complètement la friture dès qu'elle commence à s'alourdir.

**Un Equipement Spécial Vous Sera Nécessaire.**

Des paniers en acier inoxydable. Une pelle McDonald's. Une friteuse profonde munie d'un thermostat.

**Et un Mini-Ordinateur.**

Sans cet équipement, vous ne pourrez pas juger de la température exacte de la friture, équilibrer le contenu d'huile de chaque bac à frites, et calculer le temps de friture approprié.

**Agitez Après 30 Secondes.**

Secouez d'avant en arrière. Jamais de droite à gauche, car vous pourriez briser une frite.

**Salez Légèrement.**

Votre appareil vous dira à quel moment les frites sont prêtes, mais aucune machine ne pourra saler correctement une frite.

Faites-le, légèrement. [illegible]

L'étape finale : [illegible] tous les 7 minutes... Ou ce ne sont plus des frites de qualité McDonald's.

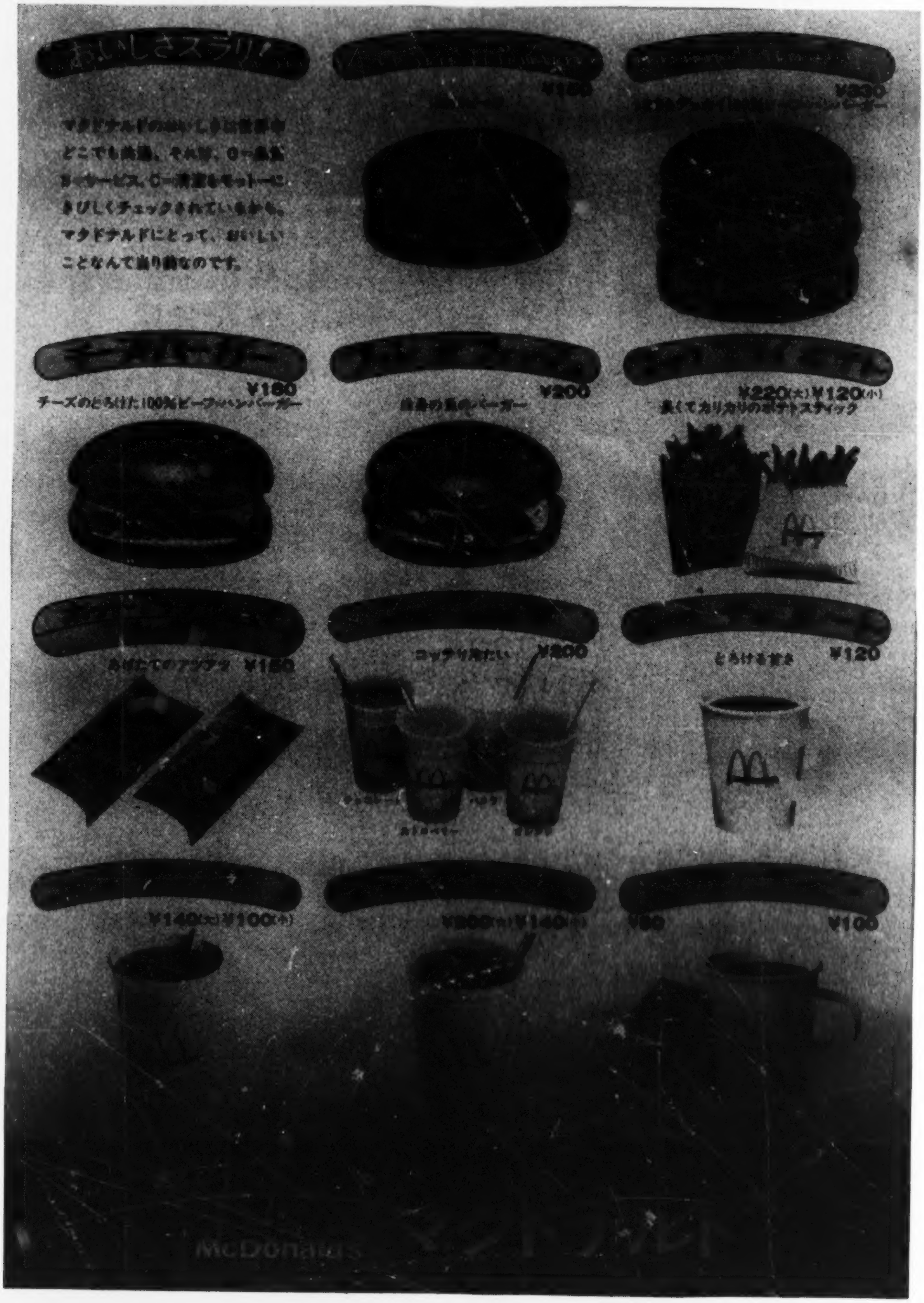
**La Qualité McDonald's.**

Cela n'est pas facile, mais cela vaut la peine, et, en théorie, vous pouvez y arriver chez vous.

Mais ne serait-il pas plus simple d'aller chez McDonald's?

**Oui, c'est pour vous.**

## BIG MAC AROUND THE WORLD

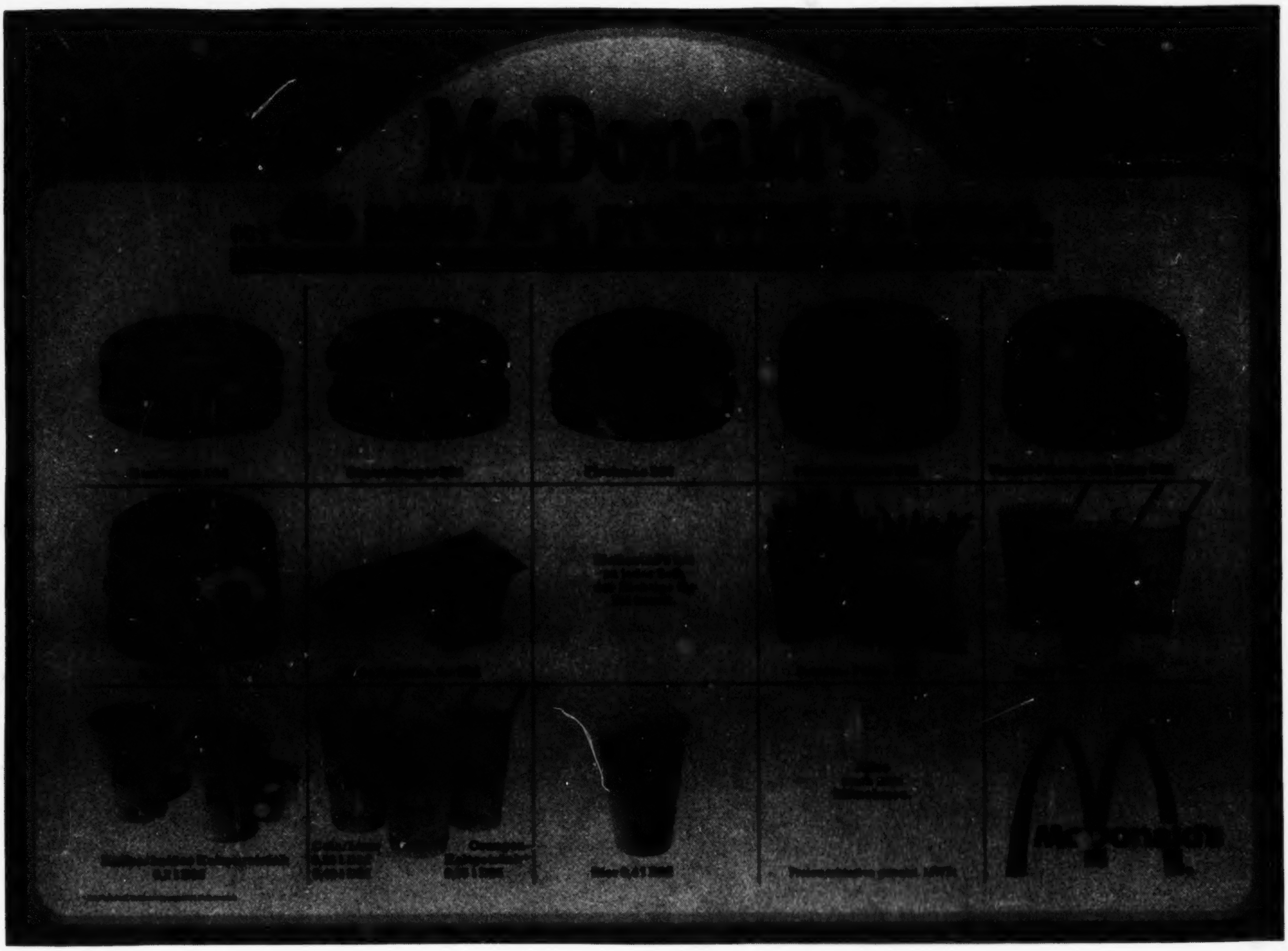


# BIG MAC AROUND THE WORLD

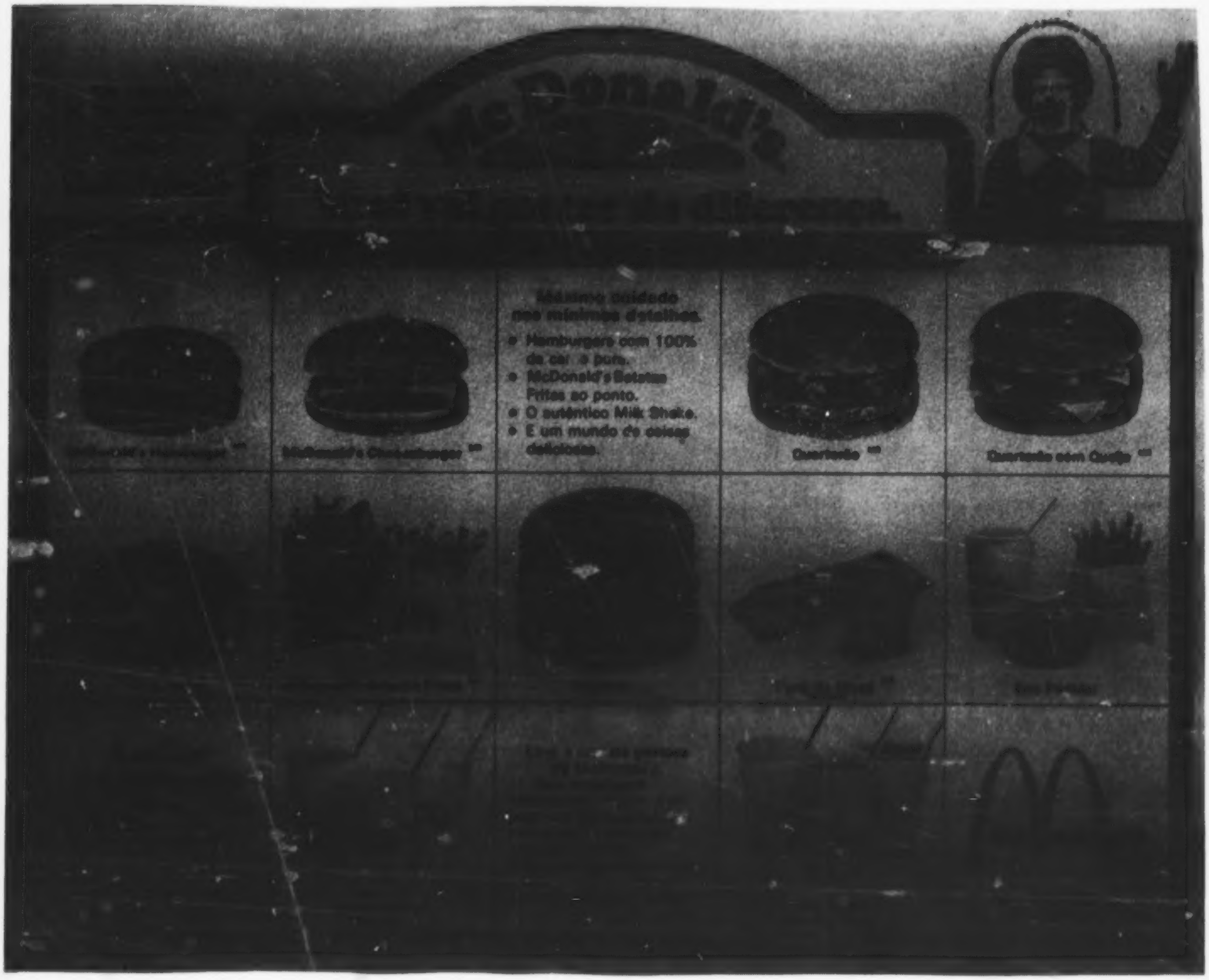
McDonald's
Lo hacemos todo por ti...
McDonald's te ofrece Hamburguesas 100% Carne de Res.
Hamburguesa
Queseburguesa
Cuarto de Libra®
Cuarto de Libra con Queso®

# BIG MAC AROUND THE WORLD

## BIG MAC AROUND THE WORLD



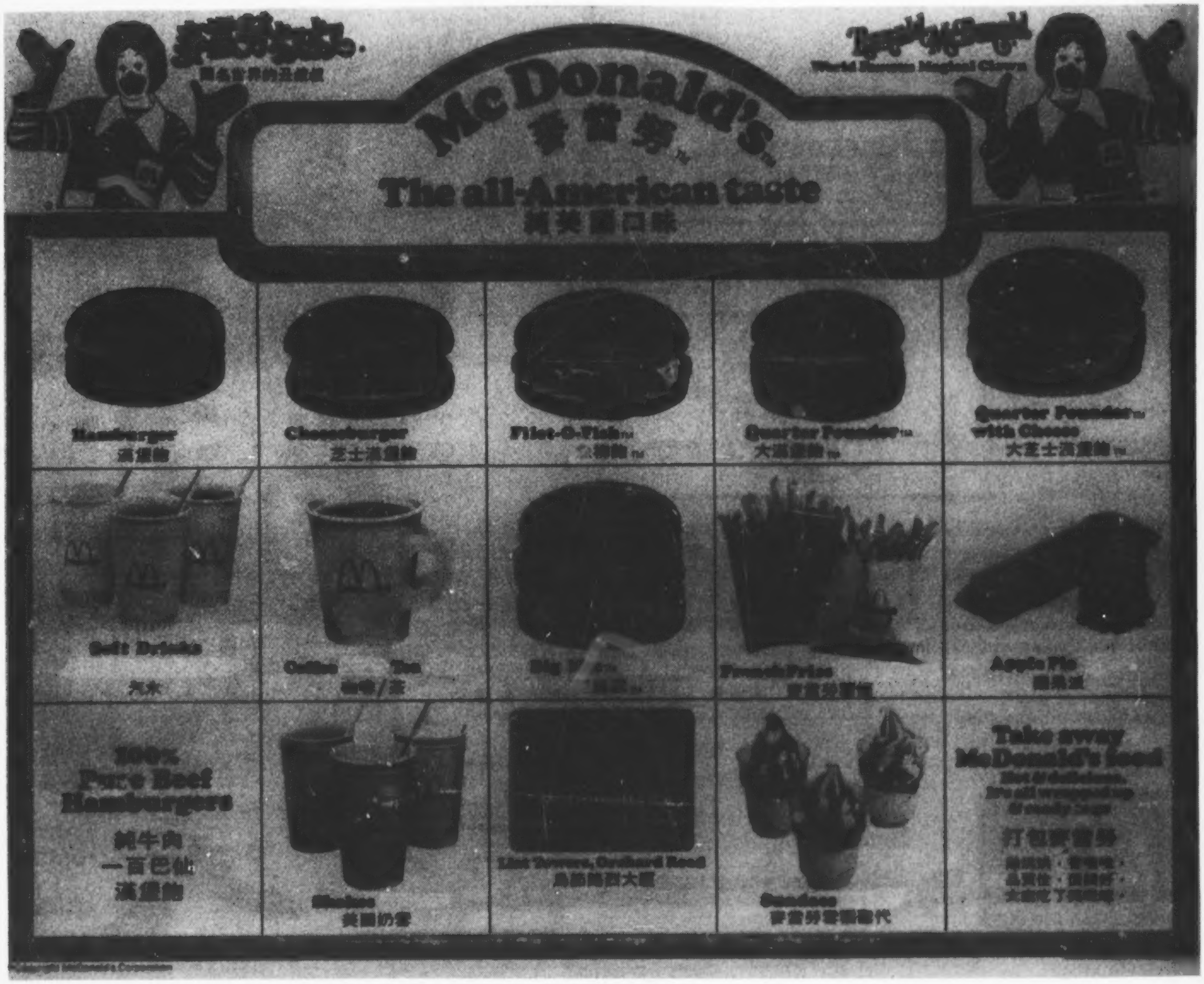
# BIG MAC AROUND THE WORLD


McDonald's
Máximo cuidado
nos mínimos detalhes.
• Hamburgers com 100% de carne pura.
• McDonald's Batatas Fritas ao ponto.
• O autêntico Milk Shake.
• E um mundo de coisas deliciosas.
McDonald's Hamburger
McDonald's Cheeseburger
Quarteirão
Quarteirão com Queijo

## BIG MAC AROUND THE WORLD

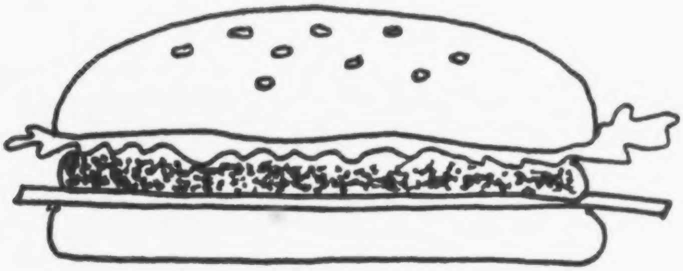
## BIG MAC AROUND THE WORLD

# BIG MAC AROUND THE WORLD



Copyright McDonald's Corporation

# WHERE DID THIS AD COME FROM?



Directions: Each of the nine McDonald's ads in Handout 11-1 is from a different city or country. In the list below, write the name of the place you think each ad came from.

Page 1. ____________________

Page 2. ____________________

Page 3. ____________________

Page 4. ____________________

Page 5. ____________________

Page 6. ____________________

Page 7. ____________________

Page 8. ____________________

Page 9. ____________________

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## 12. AS THE WORLD SHRINKS

**Introduction:**

Change is a constant fact of life; however, the rate at which things change has accelerated, especially during this century. One change in the technological system that has profoundly affected the lives of everyone on earth is the increase in the speed at which people can get from one place to another.

In this activity, students explore the ways in which changes in the technology of transportation have affected the world and people's perceptions of it.

**Objectives:** Students will be able to:

1. Describe how transportation systems have changed over time.

2. Compare speeds and distances of travel.

3. Explore how transportation and travel can affect people's perceptions of the world.

4. Understand why advances in transportation technology have caused an increase in global interdependence.

5. Speculate about possible future changes in transportation systems and how those changes might affect the people of the world.

**Time Required:** 1 or more class periods

**Materials and Preparation:** Make copies of Handout 12-1 for all students. You will also need paper and pencils and crayons or markers.

**Procedure:**

1. Distribute copies of Handout 12-1. Explain that as transportation systems have improved over time, both the speed at which people can move over the earth and the distances they can easily cover have increased dramatically. The handout shows this development from the 18th century to the 1980s.

2. Ask students to speculate about or brainstorm a list of new developments in transportation systems that might take place in the 21st century (for example, spaceships for extraterrestrial travel).

3. Ask students to list some of the changes that advances in transportation have brought about in the world. How have people's views of the world been changed by the development of faster means of transportation? What is meant by the term "shrinking world" or "global village"? Do we know more about our planet and the people on it than people knew in the past?

4. Ask students to draw pictures of what travel in the future might be like and how the vehicles we use will look.

**Follow-up:**

1. Ask students to investigate the changes over time in methods of communication (for example, from cave drawings to satellite transmission). How has the speed of communication changed?

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This activity is based in part on information published in *World Facts and Trends*, by John McHale (New York: Macmillan, 1972).

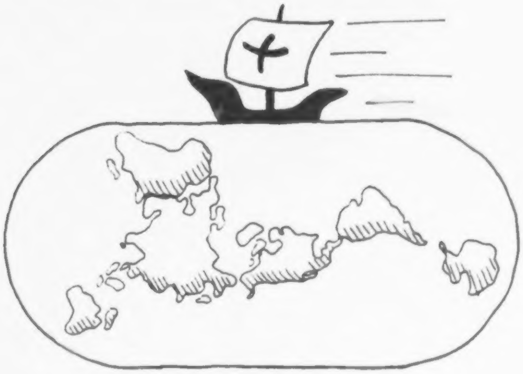
2. Have students do research on inventions or developments that have had a direct and dramatic impact on people's lives—for example, television, radio, telephones, and computers.

3. Ask students to bring in examples of other items that they use or see around them that illustrate changes in technological systems that make us more connected to the rest of the world.

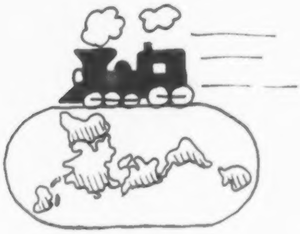
4. Ask students to find an advertisement that uses globes or some other representation of the world. How do the ads show that people perceive that the world is, indeed, shrinking?

# OUR SHRINKING WORLD

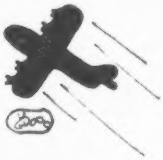
As the speed of transportation increases and travel time decreases, the relative size of the world continues to shrink.



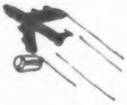
1750: The best average speed of horse-drawn coaches on land and sailing ships at sea was approximately 10 miles per hour.



1850: Steam locomotives averaged 65 mph, while steamships averaged 36 mph.



1950: Propeller-driven aircraft averaged 300-400 mph.



1980: Jet passenger aircraft averaged 500-700 mph; Concorde averaged 1,000 mph.

2000: The next step in transportation systems (?).

# 13. THE RIGHTS OF CHILDREN

**Introduction:**

As children learn more about the world, it is important for them to understand the concept of human rights and the idea that they share certain basic rights with people everywhere in the world. By observing events first hand or as reported in the news media, students will realize that sometimes these basic human rights are violated by the actions of individuals, groups, or governments. Before students can develop a concern for protecting their own rights and those of others, they must become aware of people's basic rights and attach some value to them. In this activity, students examine the rights of children, from their own perspective and in accordance with the United Nations Declaration on the Rights of the Child.

**Objectives:** Students will be able to:

1. List and interpret the rights of children as these are identified in the U.N. Declaration on the Rights of the Child.

2. Recognize that these rights apply to children all over the world, regardless of race, nationality, or ethnic group.

3. Develop their own lists of the rights that all children should have.

4. Cite the United Nations as evidence of international political systems.

**Time Required:** 1 or more class periods

**Materials and Preparation:** Make enough copies of Handouts 13-1 and 13-2 for several small groups of students; you may prefer to make an overhead transparency of Handout 13-2. Make copies of Handout 13-3 for all students. Post the rules for brainstorming where all students can see them.

**Procedure:**

1. Divide the class into small groups and give each group a copy of Handout 13-1 and some scratch paper. Explain that the first part of this lesson will involve brainstorming their rights as children. If the class is not familiar with the brainstorming technique, go over the rules and explain them. If the class has used the technique before, review the rules. Leave them posted where all the students can see them. For your convenience, the rules of brainstorming are listed below.

### Rules of Brainstorming

1. Saying anything that comes to mind is okay.
2. Discussing other people's statements is *not* okay.
3. Evaluating or criticizing other people's statements is *not* okay.
4. Repeating someone else's idea is okay.
5. "Piggybacking" on someone else's idea is okay—that is, it is okay to add something to or slightly change someone else's idea.
6. Silence is okay.
7. Even if you think you have finished, keep on going for a while.

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Activity developed by Jacquelyn Johnson and John Benegar.

2. Ask each group to appoint a member to record all the ideas offered. These should be listed on the scratch paper. To get the students started, you might offer some examples of possible rights: the right to own a ten-speed bicycle, the right to fair treatment under the law, the right to have one's own bedroom, the right to a free education. Allow about ten minutes for the groups to brainstorm.

3. After the groups have finished brainstorming, ask each group to choose a final list of rights that everyone (or almost everyone) agrees that all children ought to have. These ten rights should be recorded on Handout 13-1. Allow 15-20 minutes for the discussion and selection process.

4. Let the groups take turns reading their lists of rights. Record these on the chalkboard and tally any repetitions. Narrow these down to ten or fewer rights on which there seems to be agreement.

5. Distribute a copy of Handout 13-2 to each group (or project the transparency). Explain that this document was developed by the United Nations and that it lists the rights that all children should have, regardless of where they live or in what circumstances. Ask the students to compare this list of rights with the list they developed. Did they omit any important rights? Did they list any rights that do not seem so important?

6. Remind the students that even though children all over the world may be morally entitled to these rights, in fact they do not always enjoy them. For example, children in many countries do not have adequate nutrition and medical care. Use the following questions to stimulate thinking and discussion:

- Which of the rights in the U.N. declaration do most children in the United States enjoy?
- How are these rights ensured? What agencies and procedures in the United States are involved with protecting the various rights of children? How do they work?
- Which of these rights are the easiest to enforce? Which ones are the most difficult to enforce? Why?
- How are children's rights protected in other parts of the world? If these rights are being violated, what might be done about it by individuals and organizations interested in protecting children's rights?

7. Remind students of the definition of a *system*. Ask how the United Nations is a system. (It is a group of related parts – nations – that work together for a common purpose – a better world.) Explain that the United Nations is a political system because it involves governments. How could the existence of such a system help protect children's rights? (By developing such documents as the declaration, by checking on violations, by sanctioning violators)

8. Explain that UNESCO, a branch of the U.N., does receive and process complaints about violations. Distribute Handout 13-3, the complaint form, and discuss the information it calls for.

**Follow-up:**

1. Ask students to research and collect newspaper or magazine articles that describe how children's rights are being either violated or protected in various parts of the world, including the United States. Make a scrapbook or a bulletin-board display of these articles. If there is a large map of the world in the classroom, you might want to tack or tape the headlines of such articles at corresponding places on the map.

2. Suggest that students make posters illustrating all or part of the U.N. Declaration on the Rights of the Child. This activity could be expanded to a schoolwide poster contest, with local artists and journalists acting as judges. Try to arrange to display the winning posters at a local library or business.

3. Ask the students to write papers comparing the Bill of Rights in the U.S. Constitution (the first ten amendments) with the U.N. Declaration on the Rights of the Child.

# WHAT ARE THE RIGHTS OF A CHILD?

1. ______________________________
______________________________

2. ______________________________
______________________________

3. ______________________________
______________________________

4. ______________________________
______________________________

5. ______________________________
______________________________

6. ______________________________
______________________________

7. ______________________________
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8. ______________________________
______________________________

9. ______________________________
______________________________

10. ______________________________
______________________________

## U.N. DECLARATION ON THE RIGHTS OF THE CHILD

The right to affection, love, and understanding.

The right to adequate nutrition and medical care.

The right to free education.

The right to full opportunity for play and recreation.

The right to a name and nationality.

The right to special care, if handicapped.

The right to be among the first to receive relief in times of disaster.

The right to be a useful member of society and to develop individual abilities.

The right to be brought up in a spirit of peace and universal brotherhood.

The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

# UNESCO COMPLAINT FORM

1. **Information concerning the author of the communication**
Name________________ Nationality______________ Profession____________
Date and place of birth______________________________________________
Present address______________________________________________________
Indicate in what capacity you are acting:
______victim of violation or violations described below
______representative of the victim or victims of the violation described below
______person, group of persons, or nongovernmental organization with reliable knowledge of the violation or violations described below

2. **Information concerning the victim or victims** (if author is the victim, go directly to part 3)
Name of victim____________________________ Nationality______________
Profession_____________________ Date and place of birth________________
Present address or whereabouts_______________________________________

3. **Information concerning the alleged facts**
Name of country considered by the author to be responsible for alleged violation_____________________________________________
Human rights allegedly violated (refer, if possible, to the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights)
_____________________________________________________________________
_____________________________________________________________________
Connection between the alleged violation and education, science, culture, or information_________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Facts of the claim___________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. **Information concerning means of redress used**
What steps have been taken to exhaust domestic remedies (recourse to the courts or other public authorities), by whom, and with what results?____________
_____________________________________________________________________
_____________________________________________________________________
Has the same matter been submitted to another international authority concerned with protection of human rights? If so, when, and with what results?_____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

# 14. SHARING OUR GLOBAL ENVIRONMENT

**Introduction:**

In this activity, students further apply their understanding of the concept of a global system through analysis of countries that contribute to and feel the effects of changes in our global environmental system. Because the case studies deal with problematic changes, this activity can serve as a transition to the next section on global issues.

**Objectives:** Students will be able to:

1. Apply the concepts of *system* and *global system* to case studies of our environmental system.

2. Identify the components and interactions of the global environmental system.

3. Analyze how changes in one part of our environmental system may affect people and nations who depend on the same system many, many miles away.

4. Assess human and national responsibility for changes in our environmental system.

**Time Required:** 1 class period

**Materials and Preparation:** Make a set of the Case Study Cards; also make copies of Handout 14-1. You will also need colored yarn, scissors, pushpins, star stickers, and a wall map of the world.

**Procedure:**

1. Review with students the definitions they established for the terms *system* and *global system*. Inform students that in this activity they will have the opportunity to apply what they know about systems by looking closely at one kind of global system – the environment.

2. Ask students to define the term *environment*. Students should mention the objects around them, the place they live, and so on. Have students list the components that make up their natural environment and record these on the board. Responses should include land or soil, air or sky, water, mountains, trees, and so on. Discuss why people need all these elements. How do all of these elements work together as a system?

3. Explain to students that the environmental system extends beyond their own community or even their own state or nation. As with any system, a change in one part of the environmental system may cause changes to occur quite a distance away. These changes will affect everyone and everything that depends on the system.

4. Provide examples of the interactivity of the environmental system using local and national weather patterns. For example, have students trace a winter storm front over several days to see how it moves from the west coast to the east coast. If a storm hits as heavy rains in California in January, what will probably occur in Colorado several days later. Students on the east coast or in the south might use their own experiences to discuss the progress of a hurricane from the southern Atlantic Ocean toward the southern United States and up the east coast.

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Activity developed by Lynn S. Parisi.

5. Explain that just as weather moves, other changes that begin in one part of the global environmental system can move or cause changes across state and national borders. Some natural and human-made changes can upset the balance and smooth functioning of the environment. When this happens, all the people who depend on the environment can be affected. Students will look at examples of how people around the world are linked to each other through the environment and how events in one part of the world can set off changes in the environmental system that affect people far away.

6. Divide the class into five groups and give each one a Case Study Card. Each group should read and analyze its case study. Students are to determine:

- In what country or location the environmental change began.
- In what direction(s) it spread.
- What other countries/places were affected.
- How it affected people, animals, or plants as it spread.

Groups should record their information on Handout 14-1.

7. When groups have completed their analysis, provide each group with a length of colored yarn; pushpins, thumb tacks, or a stapler; scissors; and stick-on stars. Each group should go to the wall map of the world and chart the origination point and course of their environmental change. Some groups may have to create several strings going off in different directions. Groups should glue a star on every country or place that was affected by the environmental change.

8. Have each group describe to the class the environmental system case study that they researched, explaining the changes it caused and the places that were affected.

9. To close the activity, direct class discussion to the concept of an environmental system. Why is the environment a global system? With our environmental system is it easy to confine changes to one part of the system? Who should take responsibility for keeping our environment clean and safe?

**Follow-up:**

Use the map created in this activity as a centerpiece of a bulletin board on the ecological system. Students could make illustrations for the display and write brief (one-paragraph) essays giving their views on the changes covered in the lesson.

## Case 1: The Sandoz Chemical Fire

In 1986 a fire roared through the Sandoz Chemical factory in western Switzerland. The factory was located on the Rhine River, at the border between Switzerland and France. Firefighters tried to put out the fire with their water hoses. Accidentally, the water washed some poisonous chemicals from the factory into the Rhine River. The river carried the chemicals more than 800 miles, through France and Germany. As the chemicals were carried down the river, they killed eels and fish. Ducks and gulls ate the poisoned fish. They, too, died. Some towns in France and Germany could not use the river for drinking water. Fishermen could not fish. Scientists believe that the clean-up of the Rhine River could take from two to 20 years.

## Case 2: The Amoco Cadiz

The *Amoco Cadiz* was an oil tanker owned by the American oil company, Amoco. In 1978 the tanker was sailing through the Atlantic Ocean, close to the coast of France. The tanker was bringing a full cargo of oil to the United States. The ship sank off the coast of Brittany, France, spilling 68 million gallons of oil. The oil spread through the ocean and washed over the resort beaches of Brittany; 130 miles of coastline were polluted. The oil coated the bodies of fish and birds, killing them. Beaches were covered with oil and ruined. French communities, hotel owners, and fisheries filed a lawsuit against the Amoco Company. In 1988, a U.S. court in Chicago, Illinois, ordered the Amoco Company to pay France $85 million to help repair the damage caused by the oil spill.

## Case 3: The Chernobyl Power Plant

The Chernobyl Nuclear Power Plant is located in the Soviet Union. In April 1986, the plant had an accident. Two explosions at the plant sent dangerous radiation into the air. Radiation is poisonous to people and animals. It can cause skin burns, cancer, and other diseases. Radiation can hurt people directly if they breathe it. It can also get into plants, vegetables, and other food and water. Then, people and animals who eat these things get sick. After the Chernobyl accident, radiation was carried through the air by wind and clouds. Some clouds carried the radiation northwest over Sweden, Norway, and Finland. Other clouds carried the radiation west over Germany and Poland. Clouds of radiation also spread south over Greece. In all these countries, radiation got into vegetables, water, milk, and meat. Many food products had to be thrown away so people would not get sick from the radiation. Another cloud spread over Asia and across the Pacific Ocean.

## Case 4: Forest Fires

It was early November 1987. All through New York, New Jersey, Connecticut, Massachusetts, and Pennsylvania, the smell of autumn was in the air. People throughout these states commented that the air smelled like fall leaves being burned. The sky, too, was gray and smokey-looking.

In fact, it was not fall leaves being burned. People in New York, New Jersey, and as far away as Massachusetts were seeing and smelling the results of forest fires hundreds of miles away. Between October 26 and November 5, 1987, over 1,000 forest fires had broken out in Texas, Kentucky, Georgia, Virginia, and West Virginia. Wind carried the smoke and ash particles all the way to the northeast. The smoke from these faraway forest fires caused problems for many people in the northeast. People with breathing problems like asthma had to stay indoors. Visibility—the distance someone can see—was reduced by 1 1/2 miles, causing trouble for airplanes landing and taking off in New York and Massachusetts.

## Case 5: Acid Rain

In the 1960s, people in Canada began to notice changes in their environment. In cities like Toronto, people noticed that the faces of statues were being eaten away. Black splotches covered buildings and statues. Canadian scientists discovered that fish in the northern lakes were dying. Trees in the forests were not growing.

Scientists traced these problems to the rain in Canada. The rain had too much acid in it. Acids are strong chemicals that burn. Acids are found in some foods—like lemons and vinegar. You may have had unsweetened lemonade, or put too much vinegar on your salad. You may have felt like your stomach was burning. That was the acid. When it falls to earth, "acid rain" can burn buildings just as vinegar or lemon juice burns your stomach. Too much acid rain falling in lakes can kill fish.

The acid rain that falls in Canada is produced hundreds of miles away in the United States. The smoke from factories in Ohio, Illinois, Indiana, and Pennsylvania contains many chemicals. These chemicals mix with chemicals already in the air to form acids. Wind carries this air north to Canada. When the moisture in this air falls to earth as rain, it carries the harmful acids with it.

For many years, Canada has asked the U.S. government to help control acid rain. Canada says the U.S. government could force factories to reduce the harmful smoke that releases the acids. So far, the United States has not done this. So Canadian buildings, statues, lakes, and wildlife continue to suffer.

Canada is not the only country that has a problem with acid rain. In Europe, countries such as Sweden and Norway suffer from acid rain produced by factories in Germany and France.

## CASE STUDY WORKSHEET

Read carefully the case study that your teacher assigns to your group. Then answer the questions below. For every nation or location that you name, be sure you can locate this place on your world map.

1. In what country or location did the environmental change begin?
2. What was the change—that is, what new element was added to the environmental system?
3. Was the change carried by water, air, soil, or some other part of the environmental system?
4. In what direction(s) did the change spread?
5. What countries and places were affected?
6. How were people, animals, or plants affected?
7. Who do you think was responsible for this change in the environmental system?

# IV. STUDYING GLOBAL ISSUES AND PROBLEMS

*Students who will live their adult lives in the 21st century must understand the global issues we face if they are to function as effective citizens. The first activity identifies a variety of global and local issues and helps students clarify how they themselves and others in their community view these issues. The remaining activities look at the issues of endangered species, energy shortages, refugees, and AIDS.*

# 15. GLOBAL AND LOCAL ISSUES: A SURVEY

**Introduction:**

As future decision-makers, students will have to deal with many local and global problems. Even as teenagers, students have the capacity to affect both local and global issues. Learning about and understanding public sentiment regarding such issues can help students put their own values into perspective.

In this lesson, students survey other students, teachers, family members, and members of the community to determine how important they think various issues are. The class then tallies the results of the survey to determine the overall priorities of the people surveyed. They discuss why these priorities are similar to or different from their own priorities.

**Objectives:** Students will be able to:

1. List at least 15 local and/or global issues.
2. Recognize how these issues affect them personally.
3. Gather information through a survey.
4. Evaluate the results of the survey.

Time Required: 2 class periods over 3 or 4 days

**Materials and Preparation:** Make enough copies of Handout 15-1 for each student to have three copies. Prepare a list of all the issues on the handout on the chalkboard or on poster paper. This will be used in tallying the survey responses.

**Procedure:**

1. Give each student three copies of Handout 15-1. Review each item on the survey so students understand why the issue is included. Ask students to complete their own surveys individually.

2. Tell students that analyzing their responses to the survey would give an accurate picture of the class's views on the importance of these issues. Would it give a good picture of the general public's views? Why or why not? How could students improve their ability to draw conclusions about the general public's views?

3. Tell students that as a homework assignment, they are to find two other individuals to complete the survey. Before students begin the survey, you may want to inform them of a few basic rules of survey etiquette: (1) they should explain that they are taking a brief poll about people's opinions on local and global issues, (2) they should ask if the person has time to complete the survey, and (3) they should thank the person when they are finished.

4. Allow students two or three days to complete this task. On the day the homework is due, have students report their own responses as well as the responses from the other participants. As students report, tally the responses on the chalkboard or poster paper list.

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Activity developed by Janice V. Pearson.

5. Review the rankings. Using only the responses in the "Major Problem" category, rank order each item. Have students rank order those issues they personally rated as "Major Problems." Discuss how the overall rankings are similar to or different from their own rankings. Ask students to suggest reasons for differences.

6. Next, look at the global issues and the local issues. Ask students:

- What differentiates the two categories? Do global issues have local effects? Do local issues have global effects?
- How can students personally affect local issues?
- How can students personally affect global issues?
- Since not all who completed the survey ranked the same items as major problems, what does this tell us about individual values and concerns?

7. Ask each student to determine the one issue on the list he/she feel is most important. Then ask students to write a paragraph or two on why this issue was ranked number one and how the student feels he/she could help solve this problem. Students should be graded on how well they defend their choices.

**Follow-up:**

1. Choose four or five items that are ranked as "Major Problems" by the majority and have teams of students research and report on the issues.

2. Highly motivated students might obtain a copy of *Forecast 2000: George Gallup, Jr. Predicts the Future of America* (New York: William Morrow and Co., 1984), which summarizes the results of a poll of 1.346 "national opinion leaders." Students could report to the class on the ten "future forces" that those polled thought would influence national and world events over the next 16 years.

## GLOBAL AND LOCAL ISSUES

| | Major Problem | Minor Problem | Not a Problem |
|---|---|---|---|
| 1. Crime in my community | | | |
| 2. World population growth | | | |
| 3. Unemployment in my community | | | |
| 4. Air pollution | | | |
| 5. Public transportation | | | |
| 6. World hunger | | | |
| 7. Day care for children | | | |
| 8. Quality of education | | | |
| 9. Inflation | | | |
| 10. Threat of nuclear war | | | |
| 11. Adequate housing | | | |
| 12. Adequate police protection | | | |
| 13. Health care costs | | | |

| | Major Problem | Minor Problem | Not a Problem |
|---|---|---|---|
| 14. Care for the elderly | | | |
| 15. Worldwide availability of potable water | | | |
| 16. Land use | | | |
| 17. Nuclear reactors | | | |
| 18. Recreational facilities | | | |
| 19. Hazardous substances (toxic chemicals, waste dumps) | | | |
| 20. Extinction of plants and animals | | | |
| 21. Water pollution | | | |
| 22. Energy shortages | | | |
| 23. Human health and disease | | | |
| 24. Litter | | | |

## 16. ENDANGERED SPECIES: WHAT DO THE EXPERTS SAY?

**Introduction:**

In Activity 15, students conducted a survey related to a number of local and global issues. In this activity, they analyze survey responses from experts on one particular issue – the extinction of plant and animal species. The survey responses point to the seriousness of the problem and the need to solve human problems as well. At the conclusion of the activity, students read about several animal species that appear to be on their way back from near-extinction.

**Objectives:** Students will be able to:

1. List several causes of endangerment.
2. Suggest ways to prevent endangerment.
3. Analyze survey data.
4. Name several species that appear to have been saved from extinction.

**Time Required:** 2 class periods

**Materials and Preparation:** You will need copies of Handouts 16-1, 16-2, 16-3, and 16-7 for all students; you will need enough copies of Handouts 16-4, 16-5, and 16-6 for one-third of the class.

**Procedure:**

1. Ask students if they have ever heard of an endangered species. What does this phrase mean? (An animal or plant that may become extinct, or dead) Distribute Handout 16-1 and review with students the range of animals listed as endangered.

2. Distribute Handout 16-2 and go over the "Reasons for Endangerment." Then allow time for students to fill in the second column, either individually or as a group. Possible answers are:

- Boycott products made from endangered species; support better enforcement of existing laws or more stringent laws.
- Support policies that reduce pollution; support research on safer pesticides and ways of preventing pollution; support bans on dangerous pesticides.
- Write letters to government officials, foreign governments, and wildlife groups, encouraging them to help preserve endangered species by setting aside wildlife reserves, create better laws to protect endangered species, and find ways to feed human populations without clearing additional land. (If you used Activity 7, you may want to remind students of the value people have traditionally placed on trees and how that underlying value can be – and has been appealed to by conservations seeking public support.)
- Support research on more efficient food production for humans and animals.
- Support conservation organizations; educate others.

3. Remind students of the survey they took in the previous lesson. Today they are going to look at the results of a survey on endangered species. The magazine *International Wildlife* sent a survey to 600 experts from 65 countries; 245 answered the survey.

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Activity developed by Laurel R. Singleton.

4. Pass out Handout 16-3 and go over the responses to these two questions, ensuring that students understand how the results are presented.

5. Divide the class into thirds and give each group one of the following handouts—16-4, 16-5, and 16-6. Have each group discuss the results presented on its handout. Each group should appoint a reporter for each of its questions; the reporter will present the results of the question and the group's comments on the question.

6. Allow time for group sharing. You may want to poll the class regarding its opinion of some of the questions.

7. Distribute Handout 16-7; read and discuss it with students.

**Follow-up:**

1. Have each group research a particular endangered species and construct a mural depicting the animal/plant and problems it faces.

2. Interested students might act on some of the "solutions" the class generated in the discussion.

## SOME ENDANGERED SPECIES

| Name | Location |
|---|---|
| American crocodile | United States and Latin America |
| Asian elephant | Central and East Africa |
| Bactrian camel | China and Mongolia |
| Canadian goose | United States and Japan |
| Giant panda | China |
| Gorilla | Central and West Africa |
| Grey whale | North Pacific Ocean |
| Grizzly bear | United States |
| Hooded crane | Japan and Soviet Union |
| Howler monkey | Latin America |
| Mountain zebra | South Africa |
| Tiger | Asia |
| Whooping crane | Canada, United States, Mexico |
| Wild yak | China, India, and Tibet |

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Data from U.S. Fish and Wildlife Service, 1986.

Handout 16-2

## CAUSES AND PREVENTION OF SPECIES ENDANGERMENT

| **Reasons for Endangerment** | **Things to Do to Help Avoid or Prevent Endangerment** |
|---|---|
| Overuse for commercial or recreational purposes (over-hunting, poaching) | |
| Pollution and pesticides | |
| Habitat destruction (deforestation) | |
| Competition for dwindling food supply | |
| Ignorance on part of general public | |

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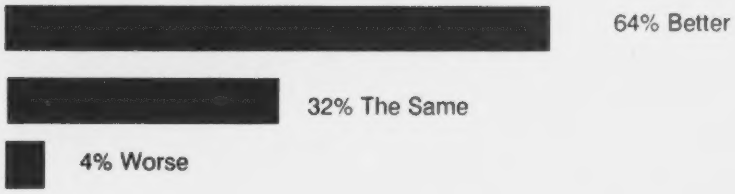
From "Teaching an Endangered Species Unit," by Joan Quilty and others, *Science Scope* 9, no. 3 (February 1986), p. 21.

# SURVEYING THE EXPERTS: HOW WE'VE COPED

In its survey of wildlife experts around the world, *International Wildlife* asked for an overall report card: What's happened to plants and animals, and how are conservationists responding?

## 1. Conservation Efforts: An "A" for Trying

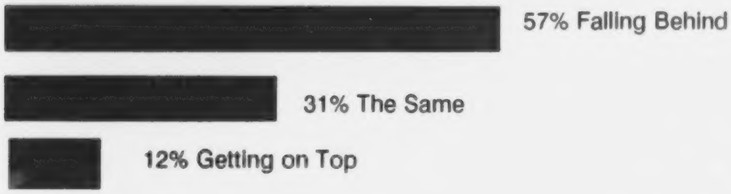
Over the last 10 years, have conservationists been doing a steadily better—or worse—job?



Well-trained in science, lobbying, and public education, conservationists are better equipped than ever before to solve the problems faced by wildlife.

## 2. Conservation Results: A "D" for Effectiveness

In dealing with the loss of biological diversity, or species of living things, are we falling further behind or getting on top of the problem?



The issues related to preserving the world's living things are so complex and the problems so massive that we're losing ground despite our efforts.

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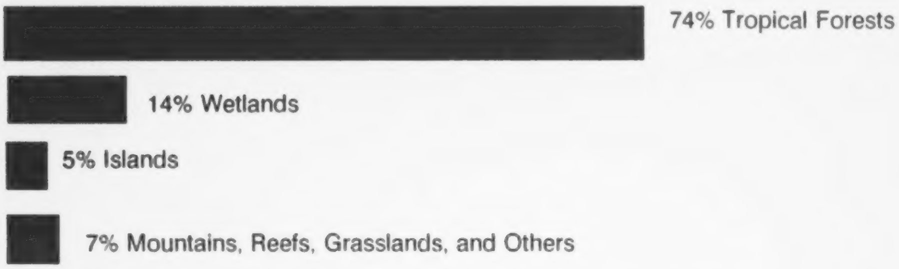
From "What We Must Do to Save Wildlife," by Jonathan Fisher and Norman Myers. *International Wildlife* 16, no. 3 (May/June 1986), pp. 12-15. Reprinted by permission of the National Wildlife Federation.

## SURVEYING THE EXPERTS: HOW OUR WORLD IS CHANGING

Just how bad are the environmental problems facing the Earth? What are they, where are they, what's causing them, and what's likely to happen by the year 2000?

### 3. Ecosystems Besieged: Beleaguered Forests

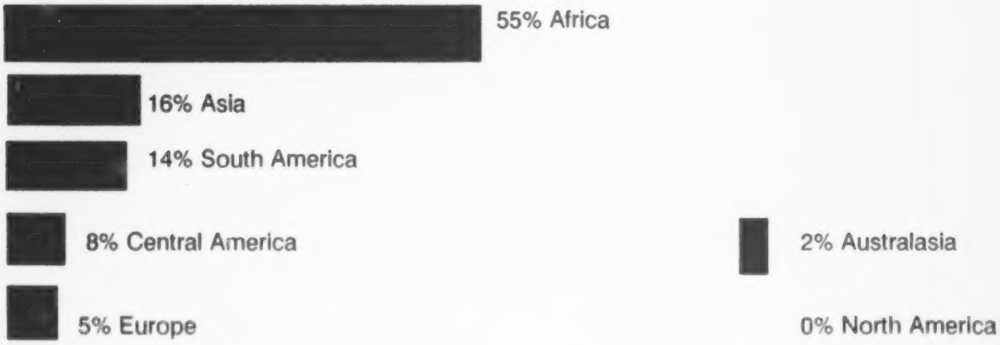
Which environment will be most altered by the year 2000?



Tropical forests provide habitat for an estimated 50 percent of the world's plant and animal species. About 40 percent of these jungles have been cleared, and the rest are disappearing fast.

### 4. Mapping Trouble: The Focus Is Africa

Which continent faces the biggest environmental problems?



Africa's much publicized environmental decline can be reversed, say 85 percent of the experts, but only with dramatic increases of outside money and help.

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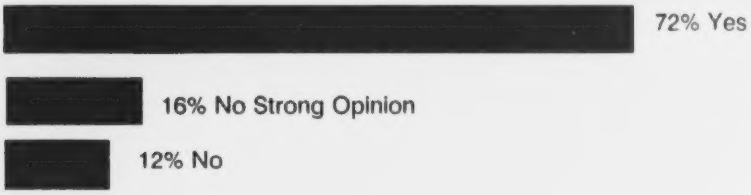
## 5. Human Population: On a Collision Course With Wildlife

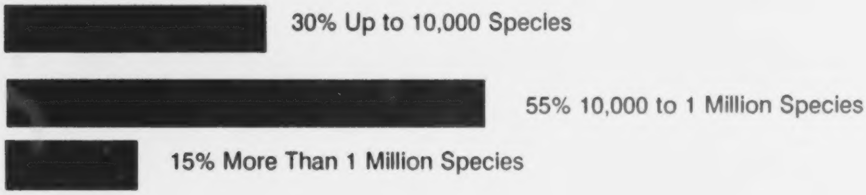
Is human population the most basic problem facing wildlife today?



Population growth so threatens wildlife that 97 percent of the experts favor dramatic increases in population planning programs or moderate advocacy of such efforts.

## 6. Extinctions: Huge Die-offs Coming Up

How many plant and animal species, including insects, will disappear by the year 2000?



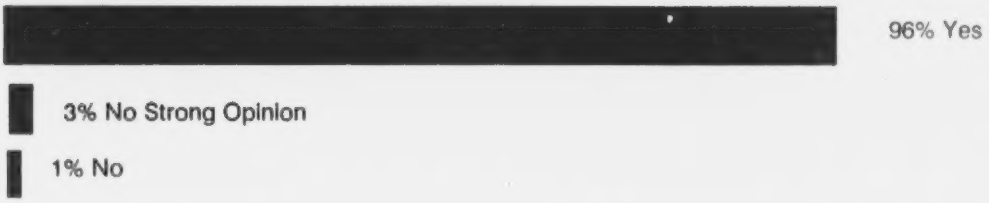
By the end of the century, say 58 percent of the experts, more species will have died out than at any time since the age of dinosaurs. Only 12 percent disagree and 30 percent aren't sure.

## SURVEYING THE EXPERTS: WHAT WE NEED TO DO

There are no easy or simple answers to complicated questions about preserving the natural world, experts point out, but with funds in short supply, the solutions often mean setting priorities.

### 7. Paying Bills: Rich Nations Must Help

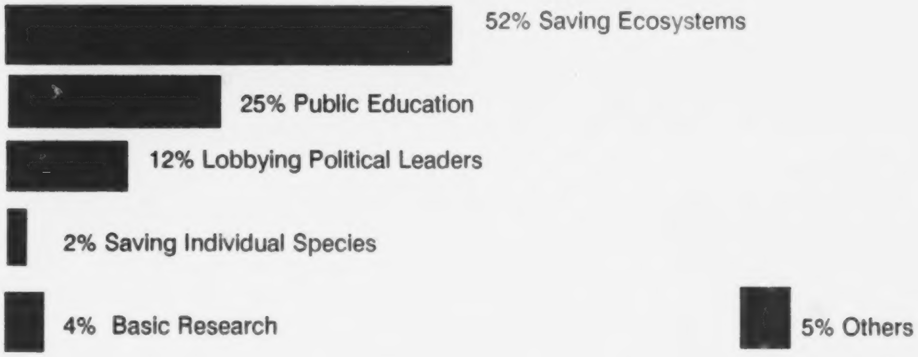
Should the more prosperous countries increase expenditures in developing countries to save wildlife?



Most of the world's plant and animal species are located in the Third World, but poor countries lack the financial resources to save critical ecosystems.

### 8. Where Money Should Go: Protecting the Land

How should we spend the limited funds available for conservation?



Preserving key wild areas is a race against time since development and human intrusion are fast altering the diverse ecosystems that support wild species.

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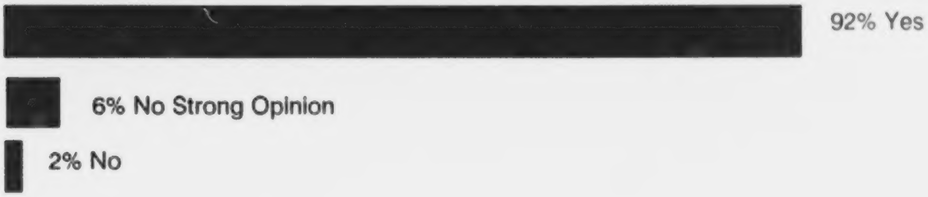
From "What We Must Do to Save Wildlife," by Jonathan Fisher and Norman Myers, *International Wildlife* 16, no. 3 (May/June 1986), pp. 12-15. Reprinted by permission of the National Wildlife Federation.

### 9. Development: No Longer a Bad Word

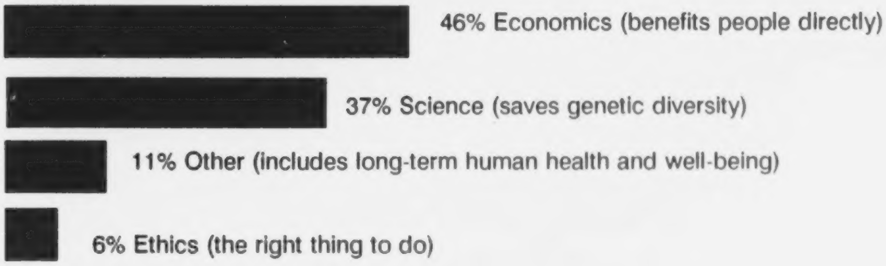
Economic development and environmental protection were once considered antagonistic. Should they now go hand in hand?



The greatest failure of conservation in recent years, many experts say, was that conservation and development were considered mutually exclusive. Now that adversarial relationship is changing.

### 10. "Selling" Conservation: Helping People Is Key

What's the most effective argument to convince political leaders to save species?



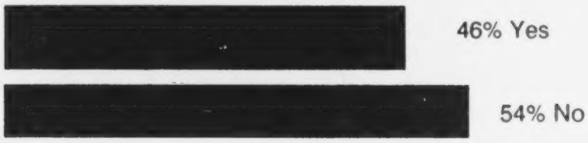
In years past, world conservationists often argued that species should be saved for ethical or aesthetic reasons. Now most have adopted more pragmatic views emphasizing benefits for local people.

# SURVEYING THE EXPERTS: TOUGH CHOICES ALONG THE WAY

In wrestling with ways to conserve our natural world, policymakers must deal increasingly with practical and ethical dilemmas, some of them highly emotional.

## 11. Writing Off Species: A Hard Call To Make

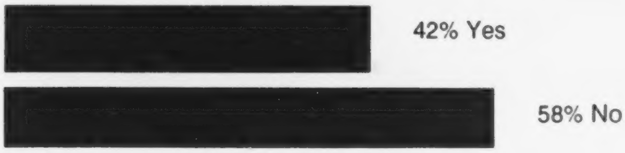
Should we allow certain doomed species, such as the California condor, to go extinct so that limited resources can be used to save others?



Many experts have suggested a form of species "triage." Modeled on strategies to allocate limited medical resources in wartime to save moderately wounded soldiers, "triage" would allow a few species to die out in order to use scarce funding to help many others.

## 12. Writing Off Countries: Forget Lost Causes?

Should limited money be channeled into areas where the conservation payoff will be biggest—even if that means ignoring countries with monumental problems?



Some countries may have already passed the point of environmental no-return. A large minority of experts say funds should be diverted to countries where the money can get something done.

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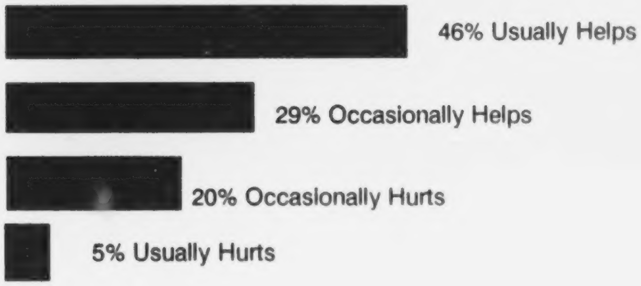
From "What We Must Do to Save Wildlife," by Jonathan Fisher and Norman Myers, *International Wildlife* 16, no. 3 (May/June 1986), pp. 12-15. Reprinted by permission of the National Wildlife Federation.

### 13. Using Wildlife: Kill Them To Save Them

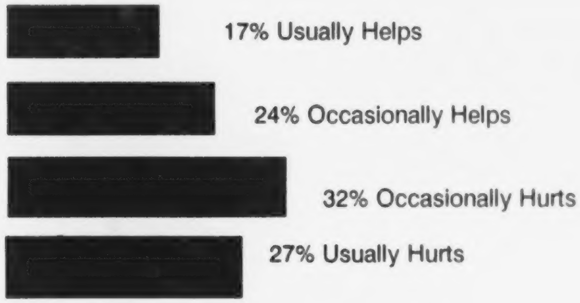
Does hunting, fishing, or other controlled use that kills individual animals hurt or help the cause of conserving wild species?



Killing or otherwise using individual animals to benefit people can be a practical way to perpetuate a species, according to the majority of experts.

### 14. Animal Rights: No Help in Protecting Species

Does protection of individual animals on humane or ethical grounds hurt or help the cause of conserving wild species?



The movement to ban hunting, trapping, and other uses of wildlife has become more vocal, but humane policies can take away economic incentives for saving species, many experts contend.

## WILDLIFE ON THE WAY BACK

In the early 1800s, millions of bison roamed western North America. Then hunters and settlers killed huge numbers for their skins and meat. The bison almost died out.

The polar bear and the Galapagos fur seal faced similar threats. Hunters killed the bears for their white coats, and nearly wiped out the seals for their soft fur.

Hunters weren't interested in the features of a swamp bird called the roseate spoonbill. But they did want the feathers of another swamp-dweller, the egret. While after egrets, the hunters often frightened spoonbills away from their nests. Enough spoonbills abandoned their eggs to make scientists fear the birds would die out.

In the 1950s, the bald eagle and the peregrine falcon faced a different threat. Farmers of North America were using an insecticide called DDT. Rain washed the DDT into rivers and lakes. There, it entered the food chain. As large creatures ate smaller ones, they took in DDT with every meal.

Big birds of prey absorbed a lot of the insecticide. It caused the birds to lay eggs with thin shells. These eggs broke under the weight of nesting parents. It took years for scientists to find out why so few falcons and eagles were hatching.

In 1972, the use of DDT was restricted in the United States. But adult birds still suffered from the chemical's effects. Their eggs had weak shells. Bird experts came to the rescue. They hatched some weak-shelled eggs in laboratories and hand-raised the chicks. They also captured healthy birds and protected them while they raised young. As soon as the young could care for themselves, they were released. Gradually, the number of bald eagles and peregrine falcons began to grow.

Saving other animals has meant protecting them in the wild. Laws now limit polar bear hunting. Governments have set aside refuges for bison, seals, and spoonbills. Bison roam in parks and preserves in the United States and Canada. The Galapagos fur seal lives protected on the Galapagos Islands. The roseate spoonbill nests in refuges along the Gulf of Mexico.

With the help of caring humans, these animals are making a comeback. Their continued survival—and the survival of other kinds of animals—depends on how humans treat them in the future.

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Adapted from "Wildlife on the Way Back," *National Geographic World*, no. 117 (May 1985), pp. 4-9. Reprinted by permission of the National Geographic Society.

## 17. ROLL OUT THE BARRELS

**Introduction:**

In 1973, the U.S. and other major users of oil and gas were shocked by the OPEC decision to limit production and raise the price of oil. For the first time, Americans were made aware that oil and gas were finite fossil fuel resources and that as they became scarcer, the prices of these fuels would rise. Today, oil and gas seem to be plentiful again, and prices are dropping or stable. This has not, however, changed the fact that sooner or later, we will have to face shortages and higher prices. The supply and demand of energy resources has become a major issue in American and world society.

During the first part of this activity, students take and discuss an "Energy Quiz." The focus then moves to oil, a major source of energy for the United States. The relationship between the United States and oil-exporting countries is illustrated by placing pins and string on a large world map. During the second part of the activity, students get a feeling for the relative quantities of domestic and imported oil by filling a large fishbowl with two different kinds of beans, using one bean to represent 1,000 barrels of oil per day. By comparing the quantities of domestic and imported oil, students will understand that the United States imports a substantial portion of the oil it needs. They then consider alternatives to the use of oil.

**Objectives:** Students will be able to:

1. Locate the nations from which the United States imports oil on a world map.
2. Explain that the United States depends on many other nations for oil.
3. Distinguish between imported and domestic oil.
4. Compare the quantities of imported and domestic oil used in the United States.
5. Illustrate the quantities of imported and domestic oil, using beans to represent barrels of oil.
6. Suggest alternatives to the use of oil.

**Time Required:** 2-3 class periods

**Materials and Preparation:** You will need copies of Handouts 17-1 and 17-2 for all students, as well as one set of "Ambassador Cards." You will also need a large world map, thumbtacks or pushpins, scissors, colored yarn or string, world almanacs or atlases, coffee can or other container, large glass fishbowl or punch bowl, three 3-pound bags of dried white or pinto beans, three 3-pound bags of dried red or kidney beans, two large pots or other containers capable of holding three pounds of beans, two styrofoam or paper cups, and plastic wrap.

**Procedure:**

1. Give each student a copy of Handout 17-1, and ask them to complete this short, ten-item quiz. Tell the class this quiz is an "awareness" introduction to the issue and will not count on their unit or course grades. When all students have finished the quiz, give them the answers to the items, and see if there are any items on which a majority of the class had incorrect answers. For these questions, provide some explanations. Answer any questions students may raise.

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Adapted from an activity by Jacquelyn Johnson and John Benegar and "Energy Resources" from *Teaching About the Future: Tools, Topics, and Issues*, by John D. Haas and others (Boulder, CO: Social Science Education Consortium, 1987).

**Answers to Quiz:**

1 = C
2 = C
3 = C
4 = D
5 = A
6 = B
7 = C
8 = B, C, F
9 = D
10 = C

2. Based on question 3, do students think that oil is an important commodity? Why do we need oil? What are its most important uses? (Accept all answers, but make sure that students mention heat and transportation.)

3. Point out that the United States uses more oil that it can produce. How do we get the rest of the oil that we need? Make sure that students understand the term and concept *import*–to buy from other countries.

4. Explain that students are going to make an oil import map. Ask each student to draw an "Ambassador Card" from a coffee can or other container and print his or her name on the card. (Each card represents a country or group of countries from which the United States imports oil.) Each student should locate his or her country on the large world map (using an atlas or almanac if assistance is needed), determine what length of yarn or string is needed to link that country with the United States on the map, cut off the necessary length of yarn or string, and affix the two ends of the yarn or string to the world map with thumbtacks or pushpins. Allow about 15 minutes for the students to perform these tasks, providing assistance if necessary. Tell them to save their "ambassador cards" for the next part of the lesson.

5. After students have completed the map, ask them to return to their seats and take a good look at it. What part of the world has the most connections with the United States? (You may need to introduce the term *Middle East.*) Ask whether students think that the Middle East is important to us. Why? Do students know anything about what is going on in the Middle East? (There are sure to be some important conflicts or negotiations occurring at the moment.) Why might the United States be concerned about current happenings in the Middle East? (Accept all answers.)

6. Remind the students that not all of the oil used by people in the United States is imported from other countries; the United States does produce much of its own oil. Explain that the oil produced by a country for its own needs is called domestic oil.

7. Write the following information on the chalkboard:

domestic oil = 8,920 thousands of barrels per day
(nearly 9 million barrels)

imported oil = 5,045 thousands of barrels per day
(more than 5 million barrels)

total oil = 13,965 thousands of barrels per day
(nearly 14 million barrels)

Explain that these numbers show how much oil the United States uses every day and how much of it comes from each source. (Help the students read and understand the numbers, if necessary.)

8. Arrange the beans and fishbowl or punch bowl on a table in the front of the classroom. Ask if anyone has an idea about how the beans could be used to show how much oil per day the United States gets from each source. (Students probably will realize that the two kinds of beans could represent the two kinds of sources, but they may need some help deciding that each bean will need to rep-

resent a large number of barrels. In this activity, each bean must represent 1,000 barrels.) Let students decide which kind of bean should represent which oil source.

9. Assuming that domestic oil is represented by white or pinto beans, appoint one student to count out 100 white beans and put them in a styrofoam or paper cup. Mark the cup to indicate the "fill" level of 100 beans. (Note: This activity is much easier if the empty portion of the cup is actually trimmed away.) Appoint another student to perform the same task with the red beans.

10. Remind the class that each bean stands for 1,000 barrels of oil, and there there are 100 white beans in the cup. How many cups of 100 white beans will be needed to represent U.S. daily consumption of *domestic* oil? (Depending on students' level of arithmetic reasoning, you may need to explain that the cup will need to be filled 89 times.) Let students take turns filling the cup up to the mark with white beans and pouring them into the bowl. The rest of the class should count out loud until 89 cups of white beans (100 beans per cup) have been poured into the bowl. When approximately 8,900 white beans have been poured into the bowl, level them off and cover them carefully with plastic wrap.

11. Distribute copies of Handout 17-2. Explain that the same procedure will be followed with the red beans, representing imported oil. Each "ambassador" will measure enough beans for his or her country or region, using the information on the handout as a guide to how many cupfuls will be needed. (Students whose countries or regions fall into the "Others" categories will need to get together in groups and share this task.) For example, the "ambassador" for Indonesia will need to fill her or her cup to the correct level approximately three times, while the Venezuelan "ambassador" will need about six cupfuls. Continue this process until all the countries or regions that supply oil to the United States have added their red beans to the bowl. (You should end up with 50 cups, each containing approximately 100 red beans.)

12. Ask students how much of the oil we use is imported. (In 1985, the amount was slightly more than one-third or 36 percent.) Of the imported oil, which countries supply the most? Which "ambassadors" put the most red beans in the bowl?

13. Point out that oil supplies about half of U.S. energy needs. Worldwide, oil supplies only about 35 percent of energy needs. What other energy sources do students think are used. (Wood, coal, gas, hydro) What energy sources might be developed in the future? (Solar, nuclear, wind, geothermal) Besides developing alternative energy sources, how could the United States reduce its dependence on oil? (By increasing education about conservation, requiring energy-saving devices in buildings and appliances, raising energy prices, other answers.)

**Follow-up:**

1. Ask each "ambassador" to find or draw a picture representing his or her country or region, and use these to make a collage or bulletin-board display.

2. Assign students to work in groups to research the various energy sources examined in the lesson; advantages and disadvantages of each should be analyzed.

## ENERGY QUIZ

1. How much more energy do you use than someone living in America 100 years ago?

_____A. Twice as much
_____B. Three times as much
_____C. Four times as much
_____D. Five times as much

2. Which nation in the world uses the most energy?

_____A. West Germany
_____B. Japan
_____C. United States
_____D. U.S.S.R.

3. The major source of the energy we in the United States use is:

_____A. Coal
_____B. Natural Gas
_____C. Oil
_____D. Wind

4. How much more energy does the United States use than a developing nation?

_____A. Twice as much
_____B. Three times as much
_____C. Five times as much
_____D. Ten to 100 times as much

5. The majority of the oil used in the United States is to:

_____A. Power our automobiles
_____B. Heat our homes
_____C. Heat and cool offices
_____D. Run manufacturing plants

6. The United States is:

_____A. A major exporter of oil
_____B. A major importer of oil
_____C. Self-sufficient in oil
_____D. Oil-rich and coal-poor

7. A conservative estimate is that all fossil fuels will be used up by ____ years from now.

_____A. 50
_____B. 100
_____C. 500
_____D. 1,000

8. At some point in the future, the U.S. will have to rely completely on renewable energy sources. Which of the following energy sources are renewable?

_____A. Oil
_____B. Sun/solar
_____C. Water/tides
_____D. Coal
_____E. Natural gas
_____F. Wind

9. The three nations with the largest reserves of coal are:

_____A. Saudi Arabia, Indonesia, and India
_____B. Mexico, Brazil, and South Africa
_____C. France, Egypt and Canada
_____D. China, United States, and U.S.S.R.

10. Which one of the following nations is a net exporter (sells more than they use) of oil?

_____A. United Kingdom
_____B. Japan
_____C. U.S.S.R.
_____D. West Germany

## SOURCES OF U.S. PETROLEUM IMPORTS

(in nearest thousands of barrels per day)

| OPEC Nations | | Non-OPEC Nations | |
|---|---|---|---|
| Algeria | 190 | The Bahamas | 34 |
| Indonesia | 308 | Canada | 768 |
| Iran | 27 | Mexico | 814 |
| Libya | 4 | Netherlands/Antilles | 35 |
| Nigeria | 287 | Puerto Rico | 28 |
| Saudi Arabia | 167 | Trinidad/Tobago | 114 |
| United Arab Emirates | 45 | United Kingdom | 314 |
| Venezuela | 607 | Virgin Islands | 247 |
| Others | 189 | Others | 867 |
| Ecuador | | Western Europe | |
| Iraq | | Angola | |
| Gabon | | USSR | |
| Kuwait | | Rumania | |
| Qatar | | Non-OPEC Arab countries | |
| | | Other Western Hemisphere countries | |
| | | Other Eastern Hemisphere countries | |

Total oil imports in thousands of barrels per day: 5,045 (5 million barrels)

| | |
|---|---|
| This card introduces<br>________________________<br>________________________<br>Ambassador for Algeria | This card introduces<br>________________________<br>________________________<br>Ambassador for Indonesia |
| This card introduces<br>________________________<br>________________________<br>Ambassador for Iran | This card introduces<br>________________________<br>________________________<br>Ambassador for Libya |
| This card introduces<br>________________________<br>________________________<br>Ambassador for Nigeria | This card introduces<br>________________________<br>________________________<br>Ambassador for Saudi Arabia |

| | |
|---|---|
| This card introduces<br>________________________<br>________________________<br>Ambassador for United Arab Emirates | This card introduces<br>________________________<br>________________________<br>Ambassador for Venezuela |
| This card introduces<br>________________________<br>________________________<br>Ambassador for Ecuador | This card introduces<br>________________________<br>________________________<br>Ambassador for Iraq |
| This card introduces<br>________________________<br>________________________<br>Ambassador for Gabon | This card introduces<br>________________________<br>________________________<br>Ambassador for Kuwawit |

| | |
|---|---|
| This card introduces<br>______________________<br>______________________<br>Ambassador for Qatar | This card introduces<br>______________________<br>______________________<br>Ambassador for the Bahamas |
| This card introduces<br>______________________<br>______________________<br>Ambassador for Canada | This card introduces<br>______________________<br>______________________<br>Ambassador for Mexico |
| This card introduces<br>______________________<br>______________________<br>Ambassador for Netherlands/ Antilles | This card introduces<br>______________________<br>______________________<br>Ambassador for Puerto Rico |

This card introduces

______________________________

______________________________

Ambassador for Trinidad/
Tobago

This card introduces

______________________________

______________________________

Ambassador for the Virgin Islands

This card introduces

______________________________

______________________________

Ambassador for Western Europe

This card introduces

______________________________

______________________________

Ambassador for Angola

This card introduces

______________________________

______________________________

Ambassador for the USSR

This card introduces

______________________________

______________________________

Ambassador for Rumania

| | |
|---|---|
| This card introduces<br>____________________<br>____________________<br>Ambassador for the United Kingdom | This card introduces<br>____________________<br>____________________<br>Ambassador for other Western Hemisphere countries |
| This card introduces<br>____________________<br>____________________<br>Ambassador for other Eastern Hemisphere countries | This card introduces<br>____________________<br>____________________<br>Ambassador for other Arab nations |

# 18. REFUGEES: WHO AND WHY?

**Introduction:**

At any moment, ten million or more people are refugees—people who have left their home countries illegally. What rights do they have? What should be the role of such countries as the United States in helping them find new homes? Although students will not arrive at definitive answers to these questions, this lesson will help them begin examining the complex issues related to refugees.

**Objectives:** Students will be able to:

1. Explain reasons why people might become refugees.
2. Describe U.S. policy regarding admission of refugees to this country.
3. Identify conflicting rights the U.S. government considered in developing this policy.
4. Suggest changes in U.S. policy.
5. Interpret a political cartoon.

**Time Required:** 1-2 class periods

**Materials and Preparation:** You will need copies of Handouts 18-1 and 18-2 for all students. You may also want to have newspapers or newsmagazines on hand for student examination.

**Procedure:**

1. Briefly discuss with students the definition of *refugee*—a person who has left his/her home country illegally to escape danger. Point out that ten million or more people in the world are refugees. Ask students why they think there are so many refugees. You may want to give them newspapers and newsmagazines to look through for events that might cause people to flee their homes. Where are the people fleeing from? Why? Can students imagine having to flee from their homes in order to live?

2. Distribute Handout 18-1 and allow time for students to read the case study. You may have students discuss the questions on the handout in small groups or as a whole class.

3. Ask students whether they think the United States should admit all refugees who ask to come here to live. Encourage them to identify rights of refugees that would argue for such a policy, as well as possible conflicting rights of U.S. citizens (right to a job). Encourage students to consider the U.S. image as a "haven" for refugees.

4. Tell students that the U.S. does admit many refugees each year, but it does not admit all who want to come here. In 1980, Congress passed the Refugee Act, which was aimed at allowing more political refugees to enter the United States. However, in 1984, the Supreme Court ruled that there must be a proof of a "clear probability" of persecution if a person is returned to his/her home country.

5. Distribute Handout 18-2 or project the cartoon on an overhead. Discuss the questions provided with the cartoon, focusing on the balance between the costs to the United States of admitting refugees and the rights of all people to have a secure home environment. As part of this discussion, you may wish to share the **Background Information** with students.

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Adapted from "Decisions and Revisions: Aliens and the Law," by Barbara Kate Repa, and "Making Human Rights Come Alive," by Dorothy J. Skeel, both in *Update on Law-Related Education* 8, no. 3 (Fall 1984). Used by permission of the American Bar Association.

**Follow-up:**

1. Students who are able to appreciate the irony involved in the case of the Soviet Jews (the Soviet government's issuance of more exit visas has perhaps made it more difficult for refugees to prove probability of persecution and thus gain admittance to the United States, which they were trying to reach all along) may wish to conduct additional research on this case. Other students might investigate other refugee problems in the world.

2. Students might write imaginary diaries of refugees, chronicling the events encountered after leaving the home country.

**Background Information:**

The Refugee Act of 1980 attempted to open our borders to political refugees. It set out that deportation would be withheld to countries where there was a "well-founded fear of persecution" among the citizens. Those likely to be persecuted upon return to their homelands were spared deportation.

Against this backdrop plays the drama of Pedrag Stevic, a Yugoslavian citizen who came to the United States in 1976 to visit his sister in Chicago. From that time on, his life was beset by a series of personal tragedies. Stevic overstayed his visa, but had married a United States citizen while in the country. The immigration benefits he gained through his marriage were revoked after his wife died in an automobile accident. He did not leave the United States, but became progressively more active in the "Ravna Gora"—an anti-communist organization. When Stevic's father-in-law, a U.S. citizen and himself a member of the Ravna Gora, visited his native Yugoslavia in 1974 as a tourist, he was imprisoned for these dissident activities and committed suicide shortly after his release three years later.

Stevic in this case sought to have his deportation withheld on the ground that he feared immediate persecution and imprisonment upon his return to Yugoslavia. The Supreme Court agreed to hear the case because it presented an opportunity to clear up the conflicting opinions over the proper standard of proof that must be presented before an alien could avoid deportation.

In its decision—*Immigration and Naturalization Service v. Stevic* (1094 S. Ct. 2489 (1984), the Court sharply curtailed the generous provisions of the 1980 Act. It held that, for an alien to avoid deportation under the Act, there must first be proof of a "clear probability" of persecution if he or she returned home. According to Justice Stevens, who wrote the opinion in *Stevic* for a unanimous Court, the 1980 Act "literally provides for withholding of deportation only if the alien's life or freedom 'would' be threatened in the country to which he would be deported; it does not require withholding if the alien 'might' or 'could' be subject to persecution." Clearly, providing such before-the-fact evidence with such a strict degree of certainty sets up a difficult, if not insurmountable, barrier to those aliens seeking to remain in the country.

Application of the 1980 act again became an issue late in 1988, when it became known that the United States was rejecting some applications for refugee status from Soviet Jews and Soviet Armenians because they could not demonstrate a "well-founded fear of persecution" in the Soviet Union. Until that time, the United States had given nearly automatic approval to refugee applications from Soviet Jews and Soviet Armenians. Increased number of applications—shooting from 640 Soviet Jews in 1986 to more than 13,000 in 1988—resulted from more liberal emigration policies in the Soviet Union. A similar increase in applications from Soviet Armenians—from 200 a year in the mid-1980s to 1,200 a month in 1988—was also seen, particularly as a result of increased violence between Armenians and Azerbaijanis in the southern Soviet Union.

Officials of the Hebrew Immigrant Aid Society claimed that the change was made by the U.S. government to save money. The result, according to one official, was "panic in the Soviet Jewish community in the United States and the Soviet Union. We don't know how long the Soviet Union will have a liberal emigration policy. It could change at any time. This is a window of opportunity. We have to get them out while we have the chance."

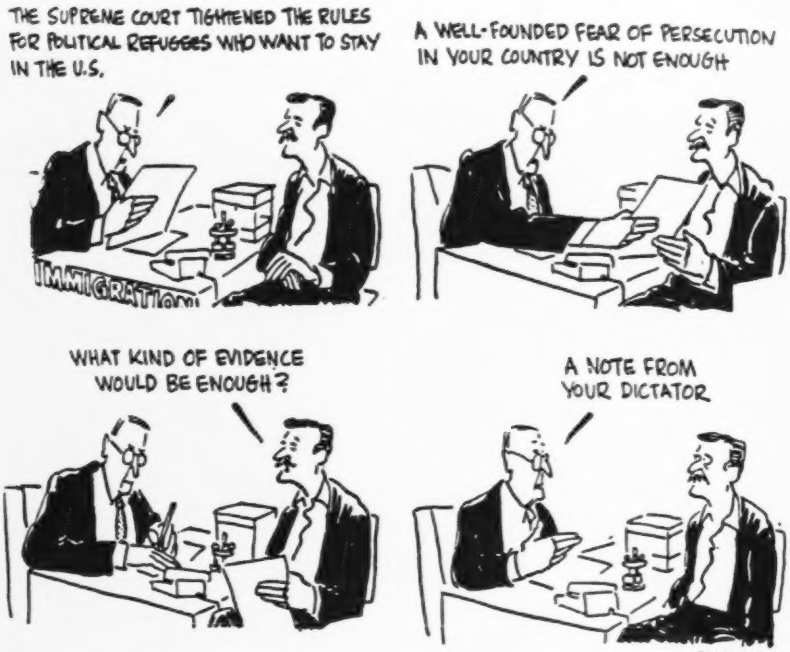
## TO FLEE OR NOT TO FLEE?

Jose hides among the trees as he watches the soldiers march by to his village. His country has been involved in a civil war for a long time. He is fearful the soldiers are going to his village looking for people, particularly young men who speak out about the government in power. This has happened in other villages. He is not sure what has happened to the people who have been arrested. There have been rumors of killing. Others have been placed in jail. He knows that not all of the people arrested supported the opposing forces. He has not spoken out against his government, but will that matter? Should he try to leave his country and seek asylum in another country? If he leaves now, he cannot notify his parents or sisters. He must leave without any clothes other than those he is wearing and without food. What should he do?

**Questions:**

1. If Jose remains in his country, what are the possible consequences of that choice?
2. What basic right is Jose being denied?
3. If he leaves, what problems confront him?
4. How must Jose be feeling? How will he feel if he leaves his country?
5. What will it be like to live in another country where you are not a citizen?
6. What will be your rights?

# A CARTOONIST LOOKS AT U.S. POLICY


THE SUPREME COURT TIGHTENED THE RULES FOR POLITICAL REFUGEES WHO WANT TO STAY IN THE U.S.
IMMIGRATION
A WELL-FOUNDED FEAR OF PERSECUTION IN YOUR COUNTRY IS NOT ENOUGH
WHAT KIND OF EVIDENCE WOULD BE ENOUGH?
A NOTE FROM YOUR DICTATOR

By Wasserman

**Questions:**

1. What idea is the cartoonist trying to convey?
2. Why would the U.S. government tighten the rules for political refugees?
3. What rights are in conflict?
4. What do you think the Untied States, a strong supporter of human rights, should do in these situations?

## 19. FIGHTING AIDS

**Introduction:**

Fighting or eradicating disease has been an area in which international organizations such as the World Health Organization, an arm of the United Nations, have achieved notable successes. The nature of the AIDS virus poses unique and difficult challenges for these organizations. Not only is the virus apparently always fatal, but scientists hold forth little hope of finding a vaccine soon. The virus strikes people in the prime of life – the economic producers on which all nations, but particularly developing nations, depend. Furthermore, the ways in which the virus is spread strike powerful emotional responses, including fears that may jeopardize other gains in health care in developing nations.

In this lesson, students learn about the AIDS virus and the special challenges it poses for physicians and planners worldwide. You may want to use the lesson in conjunction with a health or life science unit on viruses.

**Objectives:** Students will be able to:

1. Describe how the AIDS virus spreads and how deaths from AIDS occur.

2. List the goals of the World Health Organization's efforts against AIDS.

3. Describe special dimensions on the AIDS problem in five different areas.

4. Suggest education or research activities that would address some of the dimensions of the AIDS problem.

5. Express their views on the AIDS crisis in writing.

**Time Required:** 2-3 class periods

**Materials and Preparation:** You will need copies of Handout 19-1 for all students. You will also need two or three copies of each data packet for small group use. Since this material will become dated, you may wish to update the information periodically. Sources of information are *World Watch* magazine (published by Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036) and the Social Issues Resource Series *AIDS Crisis* collection, which will be updated periodically. The SIRS volume may be in your school library; it is available from SIRS (P.O. Box 2348, Boca Raton, FL 33427).

**Procedure:**

1. Ask students if they know anyone who has had smallpox. Ask why they think they do not know anyone who has had this disease, which for centuries killed thousands of people around the world. Explain that the disease was completely wiped out in 1976, through the efforts of international organizations such as the World Health Organization, national governments, scientists, and doctors.

2. Explain that while all viruses have some common characteristics, they are also different in many ways. For example, one characteristic of the smallpox virus that made eradication possible is that it had to have a human to infect. Other major diseases (e.g., polio, diptheria, cholera, tetanus, malaria, bubonic plague) can survive in animals, birds, insects, or the environment. Smallpox could not.

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Activity developed by Laurel R. Singleton; handout adapted from a module developed by John Zola.

3. Tell students that the disease AIDS is also caused by a virus. This virus has some characteristics that make it hard for scientists to deal with. Distribute Handout 19-1 and allow time for students to read the material provided. Discuss the handout, focusing on how AIDS is transmitted, why AIDS patients die, what makes AIDS difficult to find a vaccine for, and the goals of the WHO effort to combat AIDS.

4. Remind students that AIDS is a worldwide problem. However, the disease is in different stages in different areas and nations are making highly varied efforts to fight AIDS. In addition, AIDS may have effects in some areas that it does not have in others. In the rest of this lesson, students will work in small groups, with each group specializing in AIDS in one or two geographic regions. The groups will identify the dimensions of the problem in their areas, what governments are doing about the problem, what other kinds of activities would help address the problem, and what the costs of these activities might be. Representatives from each group will participate in a press briefing on the AIDS issue.

5. Divide the class into three groups and assign each group one of the following areas or combinations of areas: Asia and Latin America, Europe and Northern America (the United States and Canada), and Africa. (When more information becomes available on Asia, Latin America, and Europe, you may wish to create five groups instead of three.) Tell each group to select two representatives to participate in the briefing, a recorder to take notes during group discussion, and a monitor to ensure that the group stays on task.

6. Give each group two or three copies of its data packet. Give the class the remainder of the class period to read and discuss their packets. If time allows, you may wish to give the class an additional period to conduct library research on the AIDS problem in their regions.

7. On the day you are going to conduct the press briefing, allow the first ten minutes of class for groups to plan three- to five-minute presentations on the AIDS problem in their regions.

8. Seat the group representatives at the front of the room. The remainder of the class can assume the role of reporters. Have the panel members make their presentations, posting the various activities suggested by each group on the chalkboard as the presentations are made. Then allow time for questions from the "reporters" and a general discussion of how the AIDS problem affects various areas of the world.

9. Ask students to write brief essays describing how they feel an organization such as WHO could best spend its resources in addressing the AIDS problem. Students should not focus only on the regions they were assigned, but should look at the global problem in their essays.

**Follow-up:**

1. Students might do research on how other diseases have been attacked by individual governments and international organizations.

2. You might invite guest speakers from organizations in your community that work with AIDS patients or their families to visit your class and share their experiences. This activity could give students a better understanding of the human dimension of this problem.

## AIDS: A DEADLY ENEMY

Do you know anyone who has the disease called AIDS—Acquired Immune Deficiency Syndrome? Most likely, people in your community suffer from this disease. AIDS has been found in all 50 states, the District of Columbia, and around the globe.

The first case of AIDS in the United States probably occurred in 1978. But no one recognized right away that a new disease had appeared. Over time, doctors noticed that more and more people were dying of once-rare diseases. Their bodies' immune systems—the mechanisms that fight diseases—were breaking down.

In 1981, this breakdown of the immune system was named AIDS. In order to understand how the AIDS virus works and why it is so deadly, you need to understand more about how the body's immune system works.

The immune system is a series of specialized cells in the body. Some of the specialized cells attack the invading germs. Other cells produce antibodies, which are substances released into the blood to destroy germs.

When a virus invades the body, cells called T-cells go to work. T-cells begin to reproduce and attack the invading germs in the individual cells. The T-cells destroy the virus, as well as cells that have been infected with the virus.

T-cells also cause B-cells to start being produced. B-cells do two things. First, they produce antibodies that help destroy invading germs. They also produce "memory" cells that "remember" the germs. If the same germ enters the body again, the body's immune system can act quickly to fight off the disease.

AIDS is a special type of virus called a "retrovirus." This means it can enter a healthy cell and turn it into a little factory to make more of the AIDS virus.

Even worse, the AIDS virus does all of this in the T-cells. Instead of making B-cells, the T-cells produce more of the AIDS virus. Not only are there more AIDS viruses, but the immune system is being destroyed at the same time. This leaves the body open to attack by any sort of disease or infection. These "opportunistic diseases" are what actually kill AIDS patients.

There are three stages of AIDS. The first is testing positive for the AIDS virus, called HIV. The second is AIDS-Related Complex, the name given to a variety of AIDS-related conditions. These include night sweats, weakened immune systems, infections, etc. Full-blown AIDS is 100 percent fatal. AIDS patients have serious weight loss, cannot fight off infections, and die from other diseases.

Because the AIDS virus can change or mutate rapidly, scientists believe that finding a vaccine to prevent the disease will be difficult and time consuming. However, scientists are trying to develop a vaccine. They are also testing ways of treating the disease. Treatments for AIDS fall into two categories:

- Anti-viral drugs
- Immune enhancer drugs

Anti-viral drugs are designed to stop the AIDS virus from spreading. Viruses attach to healthy cell coatings. Some anti-viral drugs make attachment difficult or impossible. If the virus cannot attach to a healthy cell, the disease cannot spread to that cell. A second kind of anti-viral tries to block a virus's ability to reproduce.

Immune enhancers are designed to help the body rebuild its ability to fight off diseases. Immune enhancers are natural body chemicals that can be made in a laboratory. Taking immune enhancers might help AIDS patients, but there is no solid evidence about this yet.

Other efforts to fight AIDS are concentrated on prevention. AIDS is spread through exchange of blood or other bodily fluids. This may occur through sexual contact, sharing of needles used for injecting drugs into veins, blood transfusions, or at birth. Scientists know of no cases in which AIDS was transmitted through casual contact.

AIDS prevention efforts involve teaching people how AIDS is and is not spread; teaching people to avoid sexual intercourse outside of marriage; teaching those who do choose to have sex how to avoid contact with the AIDS virus; helping IV drug users kick the habit or avoid sharing dirty needles; screening blood supplies to ensure that contaminated blood is not given to people; providing health care workers in developing nations resources to adequately sterilize needles; and encouraging acceptance and compassion for the victims of AIDS.

Individual nations are fighting the AIDS virus, as is the World Health Organization (WHO), an arm of the United Nations. WHO hopes to spend up to $1.5 billion per year to fight AIDS in the 1990s. The goals of the WHO effort are:

- To help countries plan and start national programs to fight AIDS.
- To expand a worldwide system for gathering information on AIDS and sharing that information with health care workers.
- To create an information network among scientists worldwide and to support a more intense research effort on vaccines and treatments for AIDS.
- To develop an inexpensive blood test for AIDS.

In 1986, WHO estimated that between 5 and 10 million people worldwide were HIV carriers. By 1995, 15 to 30 million people could be dead or dying.

### AIDS in the U.S.

|  | TOTAL CASES | DEATHS |
|---|---|---|
| 1981 | 342 | 241 |
| 1982 | 1,354 | 1,118 |
| 1983 | 4,162 | 3,548 |
| 1984 | 9,798 | 8,073 |
| 1985 | 19,602 | 15,171 |
| 1986 | 33,505 | 21,960 |
| 1987 | 50,265 | 28,149 |
| 1991 (projected) | 270,000 | 179,000 |

### U.S. Government Spending on AIDS Research

The chart below illustrates federal spending for AIDS research, education, and monitoring.

|  |  |
|---|---|
| 1982 | $ 8,000,000 |
| 1983 | 34,000,000 |
| 1984 | 67,000,000 |
| 1985 | 121,000,000 |
| 1986 | 436,000,000 |
| 1987 | 838,000,000 |
| 1988 | 1,300,000,000 (requested) |

## The High Cost of Free Sex

The following is an excerpt from a U.S. newspaper editorial on AIDS:

> There is a national emergency facing us in the AIDS epidemic. But just what is the problem? We feel that the answer is quite simple: people with immoral lifestyles are suffering the logical consequences of their actions.
>
> Homosexuality, intravenous drug use, and prostitution are evils in this society. Those who engage in these practices are getting their just deserts. This saddens us, but there need be not one single additional case of AIDS if there is a return to morality and strong family values.

## Costs Of Aids

AIDS costs society in many ways. These include:

- The premature loss of human life
- Caring for the sick
- Medical research

The greatest cost of AIDS to society is the increasing loss of human life. AIDS has mostly affected people under the age of 40. Their deaths have caused suffering for family and friends. Their talents and abilities are lost. It is estimated that the deaths of the first 10,000 AIDS victims in the U.S. resulted in $4.8 billion in lost wages and earnings.

In 1985, caring for AIDS patients in the U.S. cost about $630 million. This figure is expected to reach $8.5 billion in 1991. It can easily cost $150,000 or more to care for one AIDS patient from diagnosis to death.

The good news is that this cost might be coming down as a result of new ways to care for AIDS patients. Successful home care programs help keep patients out of expensive hospitals. Volunteer efforts can also keep costs down.

It costs money to find medical treatments for AIDS. For example, it costs $80 million to discover, research, test, approve, and manufacture AZT. This is the first treatment for AIDS patients. This high cost and the high demand for AZT mean that it will cost a patient $8,000-$10,000 per year to take the drug.

## Aids in Western Europe

Until late 1987, Western Europeans saw AIDS as a problem only in the United States and Central Africa. However, with the number of AIDS cases in Western Europe doubling approximately every nine months, Europeans have finally recognized that it is a global problem.

Every West European government has now started an education/information campaign on AIDS. These campaigns have included television advertisements, leaflets, posters, and educational materials for school teachers, health care workers, and people who treat drug addicts.

Great Britain in 1987 earmarked $44 million for AIDS education and research. West German officials quickly allocated $15 million for the fight against AIDS and plan to ask for more.

## The Catholic Church and AIDS

The reaction of the Catholic church to AIDS prevention efforts has prompted Catholics in some European nations to oppose government efforts to promote the use of condoms. Some church officials have charged that promoting the use of condoms promotes promiscuity. However, the church is avoiding a major clash over the issue so far by having only minor officials speak out on the issue.

## AIDS in Eastern Europe

AIDS has so far (as of 1988) had little impact on Eastern European countries, which have reported fewer than 100 cases. The Soviet Union has been especially reluctant to acknowledge that AIDS is a threat to its people. Soviet blood supplies are not screened for AIDS, and there are no AIDS testing centers in Soviet cities. The lax official position has meant that the public is ill-informed about the disease. Said one Soviet citizen, "What is known here is all through the grapevine. The Soviet press carries nothing useful." However, Soviet officials did indicate they would follow standards recommended by WHO.

Some Eastern European countries, including East Germany, Poland, Hungary, and Czechoslovakia, have opened AIDS testing centers.

## Fear and Anger

Many Africans are angry that AIDS is being blamed on their continent. Coupled with their anger is the fear that tourists will stop visiting African nations because of the AIDS epidemic. Because the loss of tourism would be financially disastrous, some African governments have downplayed the seriousness of the disease. For example, police in the Central African Republic destroyed a French television station's film of AIDS victims at a hospital.

## AIDS in Africa

According to WHO, at least 50,000 people in Africa have died of AIDS. Somewhere between 2 million and 5 million Africans are carriers of the AIDS virus. The disease is most common in a group of countries in central and eastern Africa: the Central African Republic, Uganda, Zaire, Rwanda, Burundi, Tanzania, and Zambia.

According to surveys, 5 to 8 percent of the adults in Kinshasa, the capital of Zaire, have the disease. Between 10 and 13 percent of adults in Kampala, Uganda, carry the virus. In some parts of Rwanda, as many as 25 percent of adults may be affected.

## Health Care in Africa

In Uganda, the annual expenditure on health care for each person is $1.60. That is approximately the cost of one AIDS blood test. In the Central African Republic, the average expenditure per person is $2.90. Rwanda's budget is also $1.60 per person.

Those countries face many serious health problems – measles, chronic diarrhea, and others. Not only does AIDS compete with these diseases for health care dollars, AIDS makes other health problems worse. For example, people who carry the tuberculosis bacteria may not develop the disease. Once weakened by AIDS, however, the person's immune system may be susceptible to tuberculosis, which is contagious.

Although a low-cost way of testing for AIDS is desperately needed in Africa, most drug companies seem more interested in cashing in on profit opportunities in the United States, Western Europe, and Japan.

### The Economic Costs of AIDS

In many African cities, the people infected with AIDS often come from the elite group of young people who are well-educated. In the Zambian copper belt, for example, 68 percent of the males who test positive for AIDS are skilled professionals. As many women as men are AIDS carriers in Africa. The loss of young workers will mean huge economic losses for African nations.

The increasing number of funerals in some Central African cities are different than funerals before AIDS, when the dead were usually children or the very old. These victims are young people in their 20s and 30s – the people on whom the economies and family units of these nations depend.

### African Companies and AIDS

Many African companies, whose clinics and sick pay help supplement health care provided by national governments, are very worried about AIDS. They are concerned that the costs of caring for AIDS victims will threaten the entire system of health benefits. For example, in late 1985, half of the staff of a large bank in Kinshasa was found to be suffering from AIDS – a heavy burden for one employer.

### AIDS Babies

In Central Africa, doctors are fearful because the number of babies who will be born with AIDS is growing rapidly. Of 904 women in one urban clinic in 1986, 54 gave birth to babies carrying HIV. Half of AIDS babies die before their first birthdays.

Mothers who are HIV carriers can pass the virus to their babies before or during birth. Another fear is that the presence of HIV in breast milk may prompt mothers to go back to using powdered milk or formula, a practice that health care workers have been trying to discourage for many years. Because these products can be mixed with too much water or water that is contaminated, they can lead to deaths from malnutrition or diarrhea, common killers of babies in Africa.

As yet, no one is sure if HIV can be passed through breast feeding.

### AIDS and Vaccinations

Health care workers in Africa have worked hard for more than ten years to immunize children against measles, whooping cough, polio, tetanus, and other diseases. However, because some cases of AIDS have been transmitted by health care workers using unclean needles, parents may become reluctant to have their children immunized. In addition, the weakened state of children with AIDS may cause them to contract the diseases that they are being inoculated against, since some immunizations involve giving a small dose of live virus.

### Blood Screening in Africa

Not all of the countries in Africa have been able to start blood screening to prevent HIV from being spread through blood transfusions. This is a serious problem. In Rwanda, for example, about one-third of all children receive blood transfusions against a disease known as malarial anemia. However, since 1985, Rwanda has been screening its blood through a program run by the Rwandan Red Cross, with help from the Belgian Red Cross. In many African nations, however, blood still is not screened.

### AIDS Education

Although it is a poor nation, Rwanda has been a leader in educating its citizens about AIDS. In 1986, 75 percent of Rwandans watched a national ten-part television series on AIDS. Afterwards, most understood how the disease was spread, although many still held some misconceptions. The Rwandan government has also distributed leaflets and started AIDS prevention programs in the schools. Kenya and Uganda also have begun equation programs. President Kaunda of Zambia, whose son died of AIDS, has been a leader in education efforts.

## Fear of AIDS in Japan

In 1987, a Japanese prostitute became the first woman in that country to die of the disease. Her death touched off fear of an epidemic in the country. A Tokyo AIDS help line received nearly 250,000 calls in a two-week period following her death. Government agencies moved to speed up testing and education, and newspapers and other media carried stories on AIDS daily.

Japan's decision to begin screening blood donors for HIV created a huge market for drug companies marketing blood tests. Some people believed the existence of this market has caused companies to place less emphasis on finding the low-cost test that is desperately needed in developing nations.

## AIDS in Asia

As of 1988, Asia is among the least affected areas of the world. The highest number of cases—only 43—has been reported in Japan. However, officials fear that AIDS could spread rapidly in some Asian nations because of the widespread use of drugs and prostitution. Some officials also suspect that AIDS cases are being underreported because of concern that fear of AIDS will reduce tourism.

## Education and Language

One of the problems facing education efforts in the Third World is the vast number of languages spoken by people in developing nations. For example, India alone has 16 major languages.

## AIDS and Health Care

Mothers who are HIV carriers can pass the virus to their babies before or during birth. Another fear is that the presence of HIV in breast milk may prompt mothers to go back to using powdered milk or formula, a practice health care workers have been discouraging for many years. Because these products can be mixed with too much water or contaminated water, they can lead to deaths from malnutrition or diarrhea. As yet, no one is sure if HIV can be passed through breast feeding.

Health care workers in developing nations have worked hard for more than ten years to immunize children against measles, whooping cough, polio, tetanus, and other diseases. However, because some cases of AIDS have been transmitted by health care workers using unclean needles, parents may become reluctant to have their children immunized. In addition, the weakened state of children with AIDS may cause them to contract the diseases that they are being inoculated against, since some immunizations involve giving a small dose of live virus.

## AIDS in Latin America

As of early 1988, Latin America and the Caribbean had reported 5,366 cases of AIDS; this included at least a few cases from nearly every country. Bermuda and French Guiana have the highest infection rates in the world – six times the U.S. level of 172 cases per million people.

Brazil has well over 2,000 cases of full-blown AIDS. Of these cases, 70 percent are homosexual men. This pattern is similar to that found in the United States; it is less like the pattern in Africa, where both heterosexual men and women have the disease in large numbers. Officials fear that as many as 400,000 Brazilians may be AIDS carriers. The Brazilian government has undertaken an education campaign.

## AIDS and Traditional Healers

Because the people in some Latin American and Caribbean nations rely on folk remedies, it may be difficult to reach them with AIDS prevention education. For example, health authorities believe there are between 10,000 and 15,000 *piquristes*, folk medicine practitioners who inject their "patients," in Haiti alone; the danger of spreading AIDS through reuse of needles is high.

# V. STUDYING GLOBAL HISTORY

*Understanding global systems and global issues demands some knowledge of the historical conditions and events that led to the current world situation. In addition, it is useful for students to see that the world connections so much a part of our lives today began centuries ago. The first activity focuses on the idea that events in one part of the world have had far-reaching effects in other parts of the world. The following three activities look at three topics that illustrate historical connections–language (Activity 21), inventions (Activity 22), and conflict (Activity 23). Because so much of global studies seems to focus on issues and problems, the final activity examines what historian Barbara Tuchman has identified as humankind's "better moments." Special attention is given to research skills and the use of timelines in this section.*

# 20. HISTORICAL RELATIONS

**Introduction:**

Too often, we think of linkages between regions of the world as being of recent origin. Although it is true that advances in technology make linkages ever more common, parts of the world have been connected for centuries. This activity is designed to help students identify relationships between events in several parts of the world.

**Objectives:** Students will be able to:

1. Explain that world regions have been linked for many years.

2. Give examples of events in one part of the world that had effects in other parts of the world.

**Time Required:** 1 class period

**Materials and Preparation:** You will need to make several sets of the cards provided with this lesson; each set of cards should be cut apart, shuffled, and placed in an envelope.

**Procedure:**

1. Ask students to give examples from current events of occurrences in one part of the world that have effects in other parts of the world. Do they think such "ripple effects" are a recent or longstanding phenomenon?

2. Explain that while advances in technology have increased the numbers and complexity of interconnections among parts of the world, even in the past events in one part of the world could influence events in other parts of the world.

3. Divide the class into groups of three students. Give each group a set of the cards provided with the lesson. Ask them to sort the cards into groups of related events. To help them, three of the cards have capital letters on them. Each of these cards can be the starting point for one group of events.

4. Allow time for students to do the card sort. Debrief the activity by going over their groupings and asking them to explain how the events in each group are related. The most likely groupings are indicated by the grouping of the cards on the teacher's master; however, other groupings students can justify should be accepted. Be sure to point out in the discussion that one event usually is not the sole cause of another event, but may be one of several contributing causes.

**Follow-up:**

Students might enjoy examining *The Timetables of History: A Horizontal Linkage of People and Events*, by Bernard Grun (New York: Touchstone Books, 1982). This book shows concurrent developments/events in history and politics, literature and the theater, religion and philosophy, visual arts, music, science and technology, and daily life.

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Activity developed by Laurel R. Singleton.

A.

Ship builders design a new ship that can sail into the wind (around 143).

Columbus makes the first voyage to the Americas, searching for shorter route to Asia (1492).

Ancient civilizations of Incans and Aztecs are destroyed by Spanish conquistadors (1519-1571).

Demand for slave labor in American colonies increases slave trade; entire African villages are destroyed (1600s-1700s).

B.

Native Americans cultivate potatoes, corn, and other crops.

Europeans learn to grow potatoes, corn, and other crops from Native Americans (1600s).

European nations become dependent on these staples to feed rapidly growing populations (1800s).

Plant disease wipes out Irish potato crop; 750,000 Irish die (1840s). United States and Canada experience large increases in Irish immigration (1840s-1850s).

C.

Chinese invent paper (100 A.D.).

Sophisticated Chinese culture expands and begins trading with other cultures in Asia and the Middle East.

Moslems expand their empire beyond Middle East, into Spain (600s).

Europeans learn about paper from Moors (Moslems) in Spain (early 1100s).

Books became more readily available to wealthy Europeans (1200-1400); when movable type (also invented in China) is introduced in Europe (1450s), books become widely available, fueling the Renaissance.

# 21. THE FAMILY TREE OF A LANGUAGE

**Introduction:**

Languages provide clear evidence of contacts between cultures. The world's approximately 3,000 languages can be categorized into groups of languages that had a common beginning. In this worksheet activity, students are introduced to the family tree of the English language.

**Objectives:** Students will be able to:

1. Identify the language family to which English belongs.

2. Explain briefly the ways in which English has developed through intercultural contacts.

3. Give examples of English words borrowed from other languages.

**Time Required:** 1 class period

**Materials and Preparation:** You will need copies of Handout 21-1 for all students. Students will also need access to a world map.

**Procedure:**

1. Ask students to estimate how many languages are spoken in the world today. After several guesses have been made, explain that the correct answer is approximately 3,000. The number of people who speak a particular language varies from a few hundred to approximately 610 million people speaking Mandarin, a form of Chinese. About 275 million speak English.

2. Explain that languages can be divided into families. What do students think a language family is? (A group of languages having a common beginning and similarities based on that common beginning.) English is part of the Indo-European language family.

3. Ask students to speculate on how languages spread. For example, why is English spoken in the United States, Portuguese in Brazil, and Spanish in most of the rest of South America? Also ask students to think about the ways in which languages change over time. Some of these ways are through changes in meaning, spelling, and pronunciation; development of dialects or local forms of language, particularly in areas isolated from other cultures; and addition of new words and dropping of old words.

4. Tell students they are going to complete an exercise on the family tree of English and how English developed over time. Distribute Handout 21-1 and allow time for students to complete the exercise. Go over the worksheet with students. For your convenience, possible answers are provided below:

1. Germanic; Dutch-Flemish and German
2. Romance
3. Balto-Slavic
4. Greek, Armenian, and Albanian; Albania is geographically isolated by water and mountains, so once the language developed it was difficult for it to spread and change.
5. Scandinavian
6. The United States was colonized by Great Britain; settlers brought the English language to the area.

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Activity developed by Laurel R. Singleton.

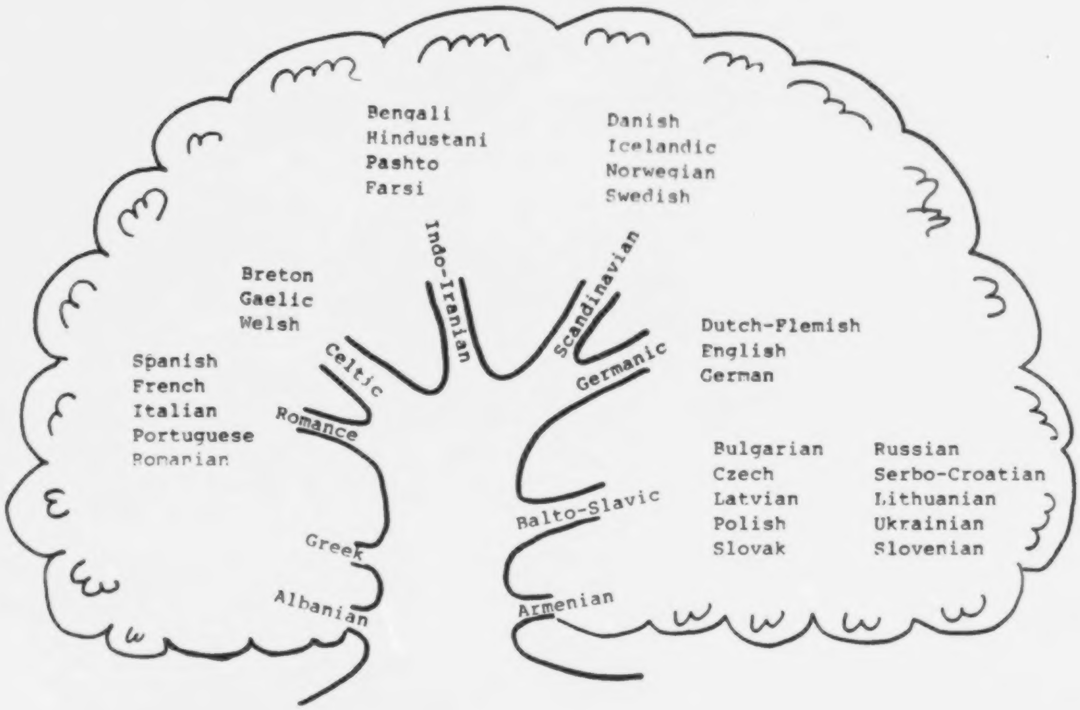
5. Conclude the activity by discussing with students how English became the language of so many people in various parts of the world.

**Follow-up:**

1. Invite a British, Australian, or Canadian person to visit your class and explore with your students the differences between English as spoken in his/her home country and American English.

2. Send students on a dictionary scavenger hunt, asking them to find one English word derived from each of the following languages; French, German, Greek, Italian, Latin, Scandinavian, Sanskrit, and one other language of the student's choice.

# THE FAMILY TREE OF ENGLISH



The Indo-European language family probably began near the Baltic Sea many thousands of years ago. The people who spoke this language gradually migrated to other parts of the world. In these other areas, the language changed until it became many different languages.

English got its start in the British Isles. It grew out of a language spoken by Germanic tribes that settled in Britain around 400 A.D. This language was called Anglo-Saxon. Anglo-Saxon contained many words borrowed from Latin as the people who spoke Anglo-Saxon moved across Europe, coming in contact with Romans who spoke Latin. Roman missionaries who came to Britain in the 500s also introduced Latin words into the language.

In the 800s, people from Norway and Denmark invaded parts of England. As a result, some Scandinavian words were added to the English language. In 1066, the Normans, who spoke an early form of French, conquered England. Gradually, French words were added to English. As time has passed, words from still other languages have been added to English.

In the 1500s, the English began to colonize other parts of the world, as did other European nations. In this way, the English language was spread to the United States, Canada, Australia, and New Zealand, where it is still spoken today. People in some parts of Asia, Africa, and Latin America also speak English today because of English colonization, although many also retain their native languages.

1. To what branch of the Indo-European language family does English belong?

   ____________________________

   What other languages are part of this branch?

   __________________________ _______________________________

2. According to what you read, which other branch of the Indo-European language family probably had the greatest influence on English (remember that Latin was spoken by Romans)?

   ____________________________

3. Which branch of the Indo-European language family includes the most languages?

   ____________________________

4. Which branches include only one language?

   __________________ ____________________ __________________

   Find Albania on a world map. How might Albania's location help explain why there is only one language in the Albanian branch?

   ____________________________________________________________

   ____________________________________________________________

5. Find the Baltic Sea on a world map. Which branch of languages is spoken closest to the area where the Indo-European language family originated?

   ____________________________

6. How did English come to be spoken in the United States?

   ____________________________________________________________

   ____________________________________________________________

## 22. A WORLD OF INVENTIONS

**Introduction:**

Societies from every part of the world have produced inventions that affect our lives today. In this activity, students examine some of those inventions, place them on a timeline, and analyze their impact on life today.

**Objectives:** Students will be able to:

1. Describe contributions of various cultures to modern life.
2. Place inventions in chronological order.
3. Appreciate the creativity of all cultures.

**Time Required:** 2 class period

**Materials and Preparation:** Reproduce and cut up the lists of inventions. Prepare the room by stretching a length of poster paper along one entire chalkboard or wall. Make a timeline on the paper that covers the years from 3000 B.C. to the present. Center the line vertically so that students will have room to draw above and below the line. (Note: If you do not think it will confuse students, you can compress early sections of the line, as there will be more items entered in later years.) You will need world history texts and encyclopedias for student research. Students will need drawing materials.

**Procedure:**

1. Distribute one item from the list of inventions to each student. Extra items are included so early finishers can take a second topic. Inform students that they are to find information about their inventions in a history book or encyclopedia. They may not be able to find the exact date as listed, but each should find some general information about the history of the assigned invention. On a sheet of notebook paper, each student should design a rough illustration that shows what the invention is and how it is important to us.

2. After the rough illustrations are finished, have students transfer their drawings to the correct locations on the timeline.

3. When all students have completed their drawings, allow time for students to examine the timeline. Have them note the number of countries represented on the timeline and the range of inventions. Have students return to their seats and discuss the project. What can they say about the number of cultures represented? What areas are not represented? What might be some reasons? (All cultures are inventive, but not all of those inventions have affected the entire world.) Which inventions are most important to us today? Which have changed the most? The least? What inventions would you add that do not appear on the list?

**Follow-up:**

Have students propose inventions that would help the whole world today. This may include drawings as well as descriptive writing.

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Activity developed by Robert D. LaRue, Jr.

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## INVENTIONS LIST
### (Duplicate and cut into strips)

| | | |
|---|---|---|
| Bread | 3000 BC | Sumeria |
| Brick | 3000 BC | Sumeria |
| Calendar | 3000 BC | Egypt |
| Chariot | 800 BC | Italy |
| Clock | 1500 BC | Egypt |
| Coin | 3000 BC | Sumeria |
| Computer | 1834 | England |
| Color Television | 1928 | United States |
| Writing | 3500 BC | Sumeria |
| Telegraph | 1794 | France |
| Weaving Loom | 3000 BC | Europe |
| Steam Engine | 1775 | England |
| Penicillin Shots | 1928 | United States |
| Antibiotics | 1956 | United States |
| Scientific Chemistry | 720 | Arabia |
| Newspaper | 748 | China |
| Horse-Drawn Train | 1795 | England |
| Paper | 712 | China |
| Paper Money | 845 | China |
| Book Printing | 600 | China |
| Arabic Numerals | 814 | India |

|  |  |  |
|---|---|---|
| Atomic Bomb | 1945 | United States |
| Gunpowder | 1000 | China |
| Alphabet | 2000 BC | Egypt |
| Smallpox Vaccination | 1796 | France |
| Barometer | 1643 | Italy |
| Bicycle | 1839 | Scotland |
| Telescope | 1600 | Holland |
| Radio | 1900 | United States |
| Television | 1925 | Scotland |
| Telephone | 1876 | United States |
| Photography | 1827 | France |
| Canned Food | 1810 | France |
| Submarine | 1801 | United States |
| Rockets as Weapons | 1805 | England |
| Musket | 1525 | England |
| Cast Iron Bridge | 1773 | England |
| Steel | 900 BC | India |
| Color Movies | 1928 | United States |

# 23. THE NOBEL PEACE PRIZE: CONFLICT IN THE 20th CENTURY

**Introduction:**

The Nobel Peace Prize was first awarded in the first year of the 20th century. Ironically, learning about the winners of this award tells us more about conflict in this century than peace, but it also teaches about the commitment of individuals to noble causes, even in the face of seemingly insurmountable odds. This lesson, in which students create a living timeline, is designed to help students identify areas of conflict in the 20th century and the values that prompted Nobel Peace Prize winners to work to resolve these conflicts and prevent others.

**Objectives:** Students will be able to:

1. Identify the values underlying the Nobel Peace Prize.
2. Describe the work of at least five Nobel Peace Prize winners.
3. List at least five areas of conflict in the 20th century.
4. Make inferences about how and why the Nobel Peace Prize has changed since its inception.

**Time Required:** 1-2 class periods

**Materials and Preparation:** You will need one copy each of the Role Cards and Narration. You may want to select a student to be the narrator the day before you plan to teach the lesson so he/she can read through the Narration in advance (as an alternative, you may choose to be the narrator yourself). Place placards saying 1900, 1910, 1920, 1930, 1940, 1950, 1960, 1970, 1980, 1990, and 2000 in order around your classroom walls. If you wish to do the optional mapping activity, you will also need a large world map and several colors of push pins.

**Procedure:**

1. Ask students if they have heard of the Nobel Peace Prize. Post all the information students are able to generate on the chalkboard.Tell students they will be able to check the accuracy of this information during today's lesson.

2. Share the following story with the class:

> Alfred Nobel was born in 1833 in Stockholm, Sweden. He was a quiet boy who went to formal school for only one year. After Alfred completed first grade in Sweden, the family moved to Russia and Alfred never went back to school, although he was tutored until he was 16. Alfred was a smart boy, though somewhat sickly. Like his father, Alfred was an inventor. By the time he was 30, Alfred had invented the blasting cap, which allowed obstacles to be blown out of the paths of the workers constructing railroads and canals across the continents.

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Activity developed by Laurel R. Singleton.

But nitroglycerin – the main explosive then in use – was still very dangerous, and an explosion in the Nobel family laboratory in Sweden (where the family had returned around 1860) killed five people, including Alfred's youngest brother. This was not the only accident involving the Nobels and nitroglycerin. In 1866, the family's factory in Germany was destroyed, and many lives were lost. But Alfred was ready with another invention – dynamite, an explosive that was easier and safer to work with. Nobel's explosives business grew rapidly; by 1873, he had four factories and subsidiaries in many countries.

Alfred continued inventing things. He went on to develop two other explosives – gelignite and ballistite. While most of Nobel's inventions had been developed for use in engineering projects, ballistite was developed for use in war. It was a smokeless explosive powder that allowed heavy weapons to keep up prolonged bombardment; this invention made possible the warfare of World War I. In the 1880s, Nobel worked on various improvements to weapons.

When Nobel died in 1896, his will came as a surprise to many people. After leaving money to various relatives, friends, and employees, Nobel directed that the rest of his money be used to set up a fund. The fund was to be invested, and the interest earned was to be used to give annual prizes to those making achievements in physics, chemistry, medicine or physiology, literature, and "to the person who shall have done the most or the best work for fraternity among nations, for the abolition or reduction of standing armies, and for the holding and promotion of peace congresses." Nobel said that the peace prize should be awarded by a committee of five persons chosen by the Norwegian Storting (Congress); the other prizes were to be awarded by various Swedish groups.

The will caused a great deal of controversy. Swedes did not see why the Norwegians had been picked to give the peace prize. They wondered why Nobel was giving international prizes rather than Swedish prizes. Some people claimed that if Nobel had not been interested in the good of all while he was alive, giving these prizes after he was dead was hypocritical. There were also legal problems. Eventually, all the problems were solved, and the prizes began to be awarded.

The winner of the peace prize is picked by a committee of five people appointed by the Norwegian Storting. People from around the world are asked to nominate, or suggest, possible winners. The committee then sifts through all the information provided and selects a winner. Some years, it has decided not to award a prize.

The prize, given on December 10 (the anniversary of Nobel's death) each year, consists of a gold medal, a diploma, and a sum of money.

3. Allow students to comment on the story. Ask them to speculate on why someone who made a fortune selling explosives would institute a prize for peace. What value does the prize represent? Tell students they are going to learn about the work of some of the winners of the prize. They will do this by reating a living timeline.

4. Distribute the Role Cards and allow students time to read through their cards. Explain that the narrator will tell a little about the awarding of the prizes in each decade and the winners from that decade will then stand in the appropriate place around the classroom and explain their work. Once they have made their presentations, they should remain standing on the timeline. (Depending on the number of students in the class, some students may need to read two cards.) If time permits, you may want to give students in each decade a different color of pushpin and allow them to mark areas of conflict they can identify from the descriptions of their winners' work on a large world map.

5. Before students begin the living timeline, tell them to look for the following information as they listen to their classmates—the areas where conflict has occurred, the kinds of conflict, and how the prize has changed over the years. Point out that these are only some of the winners and that not every conflict that has occurred is represented by these winners (or in fact by all the Nobel Peace Prize winners).

6. Allow time for students to present the living timeline. Debrief the activity by discussing the following questions:

- What values did "your" winners work for or represent?
- In what decades were winners most likely to be pacifists, organizers of peace conferences, or experts on international law and arbitration?
- When were the efforts of the League of Nations recognized? When was it replaced by recognition of the United Nations?
- Do you think it is appropriate for the prize to be given to an organization, such as the Red Cross, whose premise is that war is inevitable?
- When did the prize begin to recognize the well being of developing nations?
- Tony Gray, an author, said that writing a book on the Nobel Peace Prize winners was "depressing" because we "have come so far" and "learned so little." What do you think he meant by this? Do you agree?

**Follow-up:**

1. Have students continue adding to the map, using information from newspapers, magazines, and television.

2. Encourage students to make posters illustrating the work of "their" Nobel laureates to turn the living timeline into a visual one.

3. Possible subjects for additional research include other winners of the Peace Prize or the other Nobel prizes. What values do they reflect? What do they demonstrate about global history in the 20th century?

The years from 1901 to 1910 saw remarkable scientific and technological advances. In 1901, a scientist for the first time separated uranium. That same year, Marconi sent a message from England to Canada by wireless telegraphy. In 1903, the Wright brothers became the first humans to fly, and in 1905, viewers enjoyed the first motion picture.

1901 was also the first year in which the Nobel Peace Prize was awarded. During the prize's first years, the committee gave the award to people who had been active in peace societies, or who had worked to establish international law or methods of arbitrating or resolving international conflicts.

(Pause for winners in 1901, 1905, and 1912)

While the Nobel Peace Prize's second decade began with the committee awarding the prize to individuals similar to those who had won in the first decade, the world was changing. The years from 1910 to 1919 were years of conflict; there were revolutions in Portugal, China, Mexico, and Russia, among others. The biggest conflict was, of course, the First World War, or the Great War as it was called at the time.

During the war, the Peace Prize was awarded only one year – it was not awarded in 1914, 1915, 1916, or 1918. After the war, the committee's attention shifted to those who worked to alleviate the effects of the war and to those instrumental in establishing the League of Nations, an international organization dedicated to preserving peace.

(Pause for winners in 1917, 1919, and 1922)

During the 1920s, Stalin and Mussolini rose to power in their nations, and Hitler began his climb to the top in Germany. There was conflict in Ireland, India, and Palestine, among other places. Near the end of the decade, the stock market crashed, bringing many to financial ruin and signalling the significance of the worldwide economic depression.

As the 1930s opened, with Europe still not completely recovered from World War I, conflict continued in places as farflung as India, Ethiopia, Palestine, and Finland. Before the decade was out, the League of Nations had collapsed, and war had broken out in Europe. On the scientific front, Joliot had shown that the atom of uranium isotope 235 could be split, an important step toward the development of atomic weapons.

(Pause for winners in 1930, 1931, 1935, and 1936)

The 1940s were, of course, the years of World War II. Fighting engulfed nearly the entire globe; the war ended with the first use of atomic weapons at Hiroshima and Nagasaki in Japan. But the end of World War II did not bring an end to conflict. Indeed, there has not been a day since World War II ended that there has not been armed conflict somewhere in the world. In the late 40s, this conflict was seen in China, in the Middle East, and in many other locations. The 1940s also saw the beginning of the apartheid program in South Africa, the withdrawal of the non-Communist or Chinese Nationalists to Formosa, and the establishment of Israel as a nation.

During the 1940s, as in other times of war, the Nobel Peace Prize committee awarded no prize for several years. After the war, the committee focused on individuals active in establishing the United Nations and putting its goals into operation.

(Pause for winners in 1945, 1949, and 1950)

In the 1950s, conflict intensified in Korea and continued in such other locations around the globe as the Middle East and Africa, where Africans sought to gain their independence from colonial powers. Tension between the United States and the Soviet Union was high; the situation between the two was dubbed the "Cold War."

The Nobel Peace Prize Committee – and some of the winners – seemed disillusioned with the hope for world peace, but it continued to award the prize to individuals active in efforts to heal the wounds caused by World War II and keep the United Nations operational.

(Pause for winners in 1952 and 1957)

Americans may best remember the 1960s as the years of civil rights protests, American involvement in Vietnam and related protests, the space program, and the assassinations of the Kennedy brothers and Dr. King. But the 1960s also saw major independence movements in Africa, violent protests against apartheid, increasing conflict in Northern Ireland, upheaval in China, Arab-Israeli wars, and the invasion of Czechoslovakia by the Soviet Union.

During the 1960s, the Nobel Peace Prize committee began to change the nature of the prize, a change that has persisted to the present. Many of the recipients in the past 30 years have been individuals working for human rights or for the betterment of the lives of people in impoverished countries. By the mid-1970s, the committee had awarded the prize to individuals working for limitations on nuclear weapons.

(Pause for rest of winners)

### 1901

I am Henri Dunant, a Swiss. I founded the International Red Cross Society. My selection for the 1901 prize was controversial, as many people felt the Red Cross, which works to lessen the effects of war, accepted war as inevitable. I was a religious person, who witnessed the horrors of war in the Franco-Prussian war in the 1850s. That experience prompted me to start the Red Cross to provide care for the wounded in time of war. I also worked to get humane treatment for prisoners of war.

I am Frederic Passy, a Frenchman who shared the 1901 prize. I founded the International and Permanent Peace League and was one of the founders of the Interparliamentary Union. My work for peace began during the Crimean War in 1853. Many people believed my pleas for peace helped prevent war between France and Prussia in 1867. The idea behind the Interparliamentary Union, established in 1889, was to bring together members of the parliaments of all countries to discuss issues and explore ways of cooperating.

### 1905

I am Bertha von Suttner, the winner of the 1905 prize. An Austrian, I was the first woman to win the prize. I worked briefly as Alfred Nobel's secretary and corresponded with him later. Although I was the founder of the Austrian Peace Organization and attended many international peace meetings, I was perhaps best known for my writings. My novel *Lay Down Your Arms* was widely read. I was also the editor of a peace journal. In that position, I wrote against the use of humans' finest instincts—self-sacrifice and a belief in fighting for justice—to support bad policies rather than to work to end war. Although I died before World War I, I foresaw how the airplane would come to be used in war and warned against it.

## 1912

My name is Elihu Root. In 1912, I became the second American to win the Nobel Peace Prize. I served as secretary of war under President McKinley and was responsible for organizing affairs in Cuba and the Phillipines after the Spanish-American war in 1898. As secretary of state under Theodore Roosevelt, I traveled to South America to develop better understanding between our nation and the nations of that continent. I also negotiated many treaties and made sure they were approved by the U.S. Senate. I was the government official who negotiated a "Gentlemen's Agreement" with Japan to limit Japanese immigration to the United States. I also persuaded California school officials to let Japanese children already in their state attend public school.

## 1917

In 1917, the International Committee of the Red Cross received the Nobel Peace Prize. We received the award in recognition of the fine work we did during World War I, on the battlefields and in helping family members locate relatives who were prisoners of war. Because our operation was expensive, the cash award received as part of the Nobel Prize was helpful in funding our work.

## 1919

I am Woodrow Wilson, 28th president of the United States and winner of the 1919 Nobel Peace Prize. In January 1918, I gave my famous "Fourteen Points" speech, which described a League of Nations to be formed to prevent war and spelled out the foundations of what I hoped would be a lasting peace. These foundations included such features as freedom of navigation and the reduction of arms. In awarding the prize, the president of the Norwegian legislature said "the basic concept of justice on which [the plan] is founded will never die but will steadily grow in strength." And I believed that was true.

### 1922

My name is Fridtjof Nansen. I am a Norwegian scientist and explorer. I received the 1922 Nobel Peace Prize for my work in helping prisoners of war return to their homelands and for the assistance I gave refugees in Russia and Asia Minor. I was the League of Nations first high commissioner for refugees. I did not have much respect for politicians and diplomats. I believed that only through cooperation between all nations could peace and a better life for all peoples be achieved.

### 1930

I am Nathan Soderblom, a Swedish churchman. I received the 1930 Nobel Peace Prize, the first churchman to do so. I worked for unity among Christian churches because I believed a united church could be a powerful force in achieving world peace. In accepting the peace prize, I said "the church must uphold the sanctity of law and promote its development in the name of Christ, both inside and outside national boundaries. She must, therefore, fight against all glorification of violence and against any force contrary to the rule of law."

### 1931

I am Jane Addams, one of the winners of the 1931 Prize. Although I was best known as a reformer and founder of Hull House in Chicago, I was also active in the American Women's Peace Party and was the first president of the Women's International League for Peace and Freedom. It was for my peace work that I was recognized by the Nobel committee. I wrote several books; in one, I said, "The things which make men alike are finer and better than the things which keep them apart."

My name is Nicholas Murray Butler. I shared the 1931 prize with Jane Addams. The president of Columbia University in New York, I was active in international groups promoting arbitration. In 1910, I persuaded Andrew Carnegie to establish the Carnegie Endowment for International Peace. I was president of this endowment and active in promoting its work. In a radio speech accepting the award, I said, "might does not make right and war between nations is now as much out of date as the torture chamber and the scalping knife."

### 1935

I am Carl Von Ossietzky. When I received the 1935 Nobel Peace Prize, I was in a German concentration camp, where I had been imprisoned for publishing articles attacking the German government's actions in rearming the nation. I published those articles as the editor of a journal called the *Berlin People's Paper*. My selection was very controversial. The Germans believed it was an insult to Germany and decreed that no German could accept any future Nobel prize. People in democratic nations felt that the prize should not be awarded to me because I and my group were powerless to change the German dictatorship, which was intent on waging war.

### 1936

My name is Carlos Saavedra Lamas. In 1936, I became the first South American to win the Nobel Peace Prize. I held many positions in the Argentian government and represented Argentina at every important international meeting during the 1930s. I was responsible for ending the Chaco War and initiated a document called the Declaration of August 1932, which said that nations of the Americas would not recognize any boundary or territorial changes brought about by force. In a radio address accepting the Nobel Prize, I described war as "the useless sacrifice of courage erroneously applied."

### 1945

I am the winner of the 1945 Nobel Peace Prize, Cordell Hull. I was secretary of state for 12 years. Franklin Roosevelt, whom I served under, called me the "father of the United Nations." It was for my efforts in starting the UN, as well as my work to promote peace, that I received the award. I was too ill to accept the award in person, but my written message of acceptance said, "Triumphant science and technology are only at the threshold of man's command over sources of energy so stupendous that, if used for military purposes, they can wipe out our entire civilizations...I am firmly convinced that, with all its imperfections, the United Nations Organization offers the peaceloving nations of the world a fully workable mechanism which will give them peace, if they want peace."

### 1949

I am Lord John Boyd Orr of Great Britain. I was a doctor and nutrition expert who won the Nobel Peace Prize in 1949. I believed that hunger in the midst of plenty is one of the main causes of war. Thus, I devoted my life to alleviating hunger in the search for peace. My work was the basis for British food policy during World War II. After the war, I directed the Food and Agricultural Organization of the United Nations. I was also active in several British and international peace organizations. It has been said that my speech in accepting the award was one of the most brilliant ever.

### 1950

I am American Ralph Bunche, the winner of the 1950 prize and the first black to win a Nobel prize. The grandson of a slave, I specialized in colonial affairs. I worked in the state department and represented the United States at many international conferences in the 1940s. I won the Nobel Peace Prize for my work as UN mediator on Palestine. After 11 long months of negotiation between seven Arab nations and the Jews – none of whom would sit in a meeting together – I obtained an armistice. After that, I was given many special UN assignments in such trouble spots as the Congo, Cyprus, Kashmir, and Yemen. In my acceptance speech, I directed the attention of the West to the Third World, saying "Europe, and the Western World generally, must become fully aware that the massive and restive millions of Asia and Africa are henceforth a new and highly significant factor in all peace calculations. The hitherto suppressed masses are rapidly awakening and are demanding, and are entitled to enjoy, a full share in the future fruits of peace, freedom, and security."

### 1952

I am Albert Schweitzer of Germany. I won the Nobel Peace Price in 1952. I did not have one career, for I was an organist, a music scholar, a philsopher, a writer, a pastor, a doctor, and a missionary. I lived for many years in west Africa, where I started a hospital providing medical care for many of the region's sick. I believed strongly in reverence for life and the ideal of brotherhood among all individuals, nations, and races. In accepting the award, I said "only when an ideal of peace is born in the minds of the peoples will the institutions set up to maintain this peace effectively fulfill the function expected of them."

## 1957

I am Lester Bowles Pearson, the first Canadian to win the Peace Prize. When I was awarded the prize in 1957, I was finishing my career as Canada's foreign minister. I was also the longtime Canadian representative to the United Nations, where I had major responsibility for creating the UN emergency peace-keeping force. This multinational force was first used in 1956, when Egypt, Israel, Britain, and France were fighting over the Suez Canal. The use of UN forces to end this conflict was seen as the UN's first successful peace effort. Unlike most of the other winners of the Nobel Prize, I acknowledged that men like war—its thrill, glamor, and freedom from restraint. I believed people had to be protected against this weakness in order to achieve peace.

## 1960

I am Albert John Luthuli of South Africa. In 1960, I became the first black from Africa to win the prize. I was also the first winner whose work was concentrated solely on the rights of people within my own country. As chief of my tribe and president of the African National Congress, I led a massive nonviolent protest against racist policies in South Africa. As a result of my activities, I was "banned" (forbidden to attend public gatherings, write for others to read, or travel freely) twice and was imprisoned for nearly a year. In my acceptance speech, I pointed out that there had been little peace in Africa but that a free Africa could serve as a mediator between the East and West.

## 1964

I am Dr. Martin Luther King, Jr. I received the Nobel Peace Prize in 1964. I was recognized for my work as the leader of the nonviolent movement to achieve black civil rights in the United States. My work began in Montgomery, Alabama, where I led the bus boycott that marked the birth of the civil rights movement. Throughout the course of my work, I traveled more than 6,000,000 miles, gave more than 2,500 speeches, and wrote books and articles. I was arrested more than 20 times and assaulted four times. Deeply influenced by the teaching of Mahatma Gandhi, I explained my views on nonviolence in my acceptance speech: "Nonviolence is a powerful and just weapon. Indeed, it is a weapon unique in history, which cuts without wounding and ennobles the man who wields it."

### 1968

My name is Rene-Samuel Cassin. Aged 81 in 1968, I was one of the oldest winners of the award. I was a French jurist, delegate to the League of Nations, and government official. However, I won the award for my work in writing the Declaration of Human Rights. Together with Eleanor Roosevelt, I then worked to get the declaration accepted by the UN General Assembly, an effort that took 97 meetings and 1,200 votes. I recognized that the Declaration was an ideal and not a description of actual conditions, but I believed it was an important document nonetheless.

### 1970

I am Norman Ernest Borlaug, a U.S. geneticist and plant pathologist. I received the 1970 prize for my work in developing a type of wheat that was ideal for growing in Third World countries. The Nobel committee said it awarded me the prize "because more than any other single person of his age, he has helped to provide bread for a hungry world. We have made this choice in the hope that providing bread will also give the world peace." In my Nobel speech, I warned the world to beware of the "Population Monster," which could destroy the possiblity of maintaining a decent standard of living.

## 1974

My name is Eisaku Sato. The first Asian winner of the Nobel Prize, I served Japan as prime minister for many years. In that position, I based my policies on the 1947 Japanese constitution, which renounced war. I worked to improve relations with other Asian nations, increase aid to Third World countries, and generally develop greater international cooperation. In my speech accepting the 1974 prize, I pointed out that peace is closely linked to the daily lives of all people. Peace "allows each individual and his family to pursue, without fear, the purpose of their lives."

I, Sean MacBride, shared the 1974 award with Prime Minister Sato. I was an Irish journalist, lawyer, and politician. I worked for peace in many ways but am perhaps best known as the longtime president of the International Board of Amnesty International, an organization that investigates and works to end torture. I have traveled the world over to argue the views of Amnesty International. In my address, I stressed the importance of informed public opinion, saying "Now, because the public can learn and see what its government is doing, it is able to curb the government."

## 1975

My name is Andrei Sakharov. I am a Soviet physicist. As a young man, I worked on the development of Soviet nuclear weapons. But in 1968, I came to believe that nuclear weapons threatened the world and that their development should be stopped. I spoke out on these views and my belief that the Soviets and Americans must learn to cooperate. I also began working for human rights in the Soviet Union. When it was announced that I had won the 1975 Nobel Peace Prize, the government refused to give me a passport to go to Oslo to accept the prize. My wife, who was out of the country to receive specialized medical care, accepted the prize and spoke on my behalf, saying "I am convinced that international confidence, mutual understanding, disarmament and international security are inconceivable without an open society with freedom of information, freedom of conscience, the right to publish, and the right to travel and choose the country in which one wants to live."

## 1976

I am Mairead Corrigan. With Betty Williams, I won the 1976 Nobel Peace Prize. We were recognized for starting the Community for Peace People, an interfaith organization dedicated to ending conflict between Catholics and Protestants in Northern Ireland. I was moved to action when I saw an IRA terrorist shot by British troops; the car he was driving went out of control and killed my sister's three children. Our organization supported the idea that if Protestants and Catholics could live in the same neighborhoods, go to the same schools, and play in the same parks, they would come to trust each other and live in peace.

## 1978

My name is Anwar el-Sadat. I was the president of Egypt from 1970 to 1981. After the Arab-Israeli War in 1973, I worked hard to bring peace to the Middle East. In 1977, I traveled to Israel to present my peace plan to the Israeli Knisset (Parliament). Although many other Arab leaders opposed my activities, Prime Minister Menachem Begin of Israel worked with me in negotiating for peace. Begin and I shared the 1978 Nobel Peace Prize.

## 1983

I am Lech Walesa, leader of Communist Poland's first independent labor union, Solidarity. I won the 1983 Nobel Peace Prize for my efforts to force the Polish government to give workers more freedom. Because of my efforts, I was detained by the government for nearly a year. As a result of this earlier detainment and the Polish government's anger when I was awarded the Nobel prize, I decided not to travel to Oslo to receive the award. I was afraid the Polish government would not let me return.

## 1984

My name is Desmond Tutu. I am an Anglican bishop in Johannesburg, South Africa. I won the 1984 Nobel Peace Prize for my efforts to end apartheid. I have encouraged the use of nonviolent protests and have asked other countries to put economic pressure on South Africa until it ends its policies of racial oppression.

## 1988

I represent the 10,500 United Nations peacekeeping soldiers, who received the 1988 Nobel Peace Prize. I also represent the 733 soldiers who have died in UN peacekeeping missions. My award was accepted by the secretary-general of the UN, Javier Perez de Cuellar, who said that the use of UN forces to separate warring parties, monitor truces, and oversee elections was the first time in history that "military forces have been employed internationally not to wage war, not to establish domination, and not to serve the interests of any power or group of powers." Although Perez de Cuellar spoke of a time of "hope and promise" for the UN, he warned that the peacekeeping operations were in jeopardy because member nations, including the United States, were failing to pay their share of the cost.

## 24. HUMANKIND'S BETTER MOMENTS

**Introduction:**

In 1988, *Time* magazine replaced its usual "Man of the Year" citation with a "Planet of the Year" award to earth, citing the critical nature of the problems humans face if they wish to save their planet. In light of such urgency, it is not surprising that a great many global studies lessons deal with issues and problems. However, students and teachers alike may find it refreshing to focus on some of, as historian Barbara Tuchman calls them, humankind's "better moments." That is the focus of this lesson, which can be carried on over a course of several weeks. If the primary subject of your social studies course is world history, this might even be an ongoing project throughout the year or a culminating project for year's end.

**Objectives:** Students will be able to:

1. List several achievements a noted historian views as humankind's "better moments."

2. Through research, identify achievements they personally view as reflective of the best in humans.

**Time Required:** 1-2 class periods plus research and preparation time (in or out of class)

**Materials and Preparation:** You will need copies of Handouts 24-1 and 24-2 for all students.

**Procedure:**

1. Remind students of some of the problems people and earth face. Do students feel optimistic or pessimistic about people's ability to solve these problems? Why do they feel this way? What have they learned that contributes to their views?

2. Read the following quotation by prize-winning historian and author Barbara W. Tuchman: "In this troubled world of ours, pessimism seems to have won the day. But we would do well to recall some of the positive and even admirable capacities of the human race....Amid a mass of worldwide troubles and a poor record for the 20th century, we see our species—with cause—as functioning very badly...A study of history reminds one that mankind has its ups and downs and during the ups has accomplished many brave and beautiful things...." Allow time for students to share their reactions to this statement.

3. Distribute Handout 24-1, explaining that it describes some of the achievements Tuchman identified as being among humankind's "better moments." Allow time for students to read the handout; then conduct a class discussion of the items mentioned.

4. Distribute Handout 24-2, going over the instructions with students and explaining the timeframe in which students will be expected to complete the assignment. Encourage students to be creative in determining how to present their work.

5. When the assignment is due, allow one or two class periods for students to share the results of their research.

**Follow-up:**

Students could create a bulletin board display or an assembly presentation to share the results of their research on "humankind's better moments" with the rest of the school.

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Activity developed by Laurel R. Singleton. Handout based on "Mankind's Better Moments," Barbara W. Tuchman, *Los Angeles Times* (April 27, 1980).

## SOME "BETTER MOMENTS" IN HISTORY

Historian Barbara W. Tuchman has received many awards for her research and writing. The following are some of the "better moments" of humankind that she identified in an article written in 1980.

### The Gothic Cathedrals

In the Middle Ages, many beautiful cathedrals were built in Europe. The building of these cathedrals required development of new building and architectural techniques, as well as the willingness of all members of a community—the rich and the poor—to help build these huge structures.

### The Exploration of the New World

People came to the New World for many reasons—to seek wealth and power for themselves and their countries, to gain religious freedom. But no matter what their reasons, the explorers faced incredible hardships and unknown difficulties. Their persistence showed, as Tuchman put it, "sheer grit."

### Humans' Pleasures and Art

People have developed many ways to amuse themselves—"pageants, carnivals, festivals, fireworks, music, dancing and drama, parties and picnics, sports and games, the comic spirit and its gift of laughter." Alll of these reflect a better side of people. But most important, says Tuchman, is art—music, architecture, literature, painting, sculpture. All art, she says, "opens our eyes and ears and feelings to something beyond ourselves, something we cannot experience without the artist's vision and the genius of his craft."

### The Love of Liberty

Tuchman believes that the strongest impulse among people is the "zeal for liberty," the love of freedom. This impulse has caused people throughout history and around the world to rise up against conquerors, dictators, and other corrupt leaders. Tuchman believes such rebellions will continue "until the day power ceases to corrupt."

# RESEARCHING HUMANKIND'S "BETTER MOMENTS"

Your assignment is to identify a person, event, movement, or object that represents one of humankind's "better moments" to you personally. You may choose a person whose life or work represents values for which you believe humans should strive. You may pick an event or movement that represents values you believe are important to the future of our planet. You may choose several pieces of art that represent the quest for meaning and beauty as you see it.

There are only three requirements for your selection:

1. It must represent your personal values.
2. It must have occurred before the 20th century.
3. It must have occurred outside the United States.

The last two requirements are not meant to suggest that there have been no "better moments" in the United States or in the 20th century. In fact, once you have selected one person, event, or object from an earlier time period somewhere else in the world, you may select a second 20th-century or U.S. example.

Find out as much as you can about the "better moment" you select. Plan a presentation to share the results of your research with the class. Be as creative as you can in planning your presentation. Your presentation can be in the form of a painting, a drama, an essay, or any other form that explains the importance of the item you selected and the values it represents.

## ADDITIONAL RESOURCES FOR TEACHERS

The lists below suggest the variety of resources available in the area of global studies and the range of organizations and projects with interests in the area. Many of the materials listed contain bibliographies of additional materials, and all of the organizations can provide more information about specific or general topics related to the field. These lists are provided simply as starting points for developing your own resource collection on global studies.

### Materials

*Atlas of Mankind* (Chicago: Rand McNally, 1982).

This book presents world maps on the universal features of society: language, economic and political systems, religions, kinship patterns, and social organization. A wealth of information is provided.

*Castles, Codes, Calligraphy* (Santa Barbara, CA: Learning Works, 1984).

This activity book contains three units of activities. "Castles" helps students discover how and why castles were built and learn what life was like within their walls. "Codes" provides encoding and decoding activities, while "Calligraphy" examines the historical background of well-known alphabets.

*Chase's Calendar of Annual Events: An Almanac and Survey of the Year* (Flint, MI: Apple Tree Press, annual).

The subtitle of this publication is Holidays, Holy Days, National and Ethnic Days, Seasons, Astronomical Phenomena, Festivals and Fairs, Anniversaries, Birthdays, Special Events and Traditional Observances of All Kinds, The World Over. Little else need be said about the contents.

*Culturegrams: The Nations Around Us*, by the David M. Kennedy Center for International Studies, Brigham Young University (Garrett Park, MD: Garrett Park Press, 1986).

These two volumes – one on the Americas and Europe and the other on the Middle East, Asia, Africa, and the Pacific Area – present information on approximately 100 nations. This includes a map and background on customs, lifestyles, climate, history and government, economy, and other topics.

*Flags*, by Eric Inglefield (New York: Arco Publishing, 1984).

This book contains full-color reproductions of all the national flags. Some history is also given for each flag, as are basic patterns for designing flags.

*Folk Tale Plays Round the World*, by Paul T. Nolan (Boston: Plays, Inc., 1982).

This book contains 16 plays based on folk tales of such countries as Poland, Greece, Spain, and China. For each play, the author provides notes on production, acting style, and cultural aspects.

*Images of the World: An Atlas of Satellite Imagery and Maps* (Chicago: Rand McNally, 1983).

This fascinating resource contains full-color satellite views of the earth's major land formations. Each of the images is accompanied by a map that explains the principal landforms shown. An introduction explains remote-sensing technology.

*Learning Journeys* (Culver City, CA: Social Studies School Service, 1985).

These two books of reproducible lessons cover a variety of skill areas. Each lesson focuses on the people, food, customs, games, and crafts of a particular country.

*Metropolitan Museum of Art Activity Book: Crafts, Models, Toys, Games, Puzzles, and Mazes Inspired by the Treasures in the Museum's Collection*, by Osa Brown (New York: Random House, 1983).

This book presents full-color illustrations of museum pieces, along with instructions for making such items as Japanese Carp Kites, Peruvian Masks, and Roman Mosaics.

*New Global Yellow Pages, The* (New York: American Forum, 1986).

This resource lists 165 organizations, associations, or projects that provide materials or services related to global education. The listings are extensively annotated, and the book is well indexed.

*One World: Countries Database* (Culver City, CA: Social Studies School Service, 1985).

This computer database – available in a variety of Apple, Commodore, and IBM versions – contains information in 178 nations. The database covers information in 33 geographical, economic, and demographic categories and can be searched using multiple criteria.

*Promoting World Understanding Through Literature, K-8*, by Mary C. Austin and Esther C. Jenkins (Littleton, CO: Libraries Unlimited, 1983).

This book introduces the use of literature to help students become more sensitive and accepting of diverse heritage and values. The book contains extensive annotated bibliographies of multiethnic books.

"Simulations for a Global Perspective," *Intercom* No. 107 (New York: American Forum, 1985).

This issue of the global studies periodical *Intercom* brings together games that appeared in previous numbers (some now out of print). The games focus on such areas as cooperation, conflict resolution, international law, the environment, and energy.

*State of the World, The*, by Lester R. Brown and others (Washington, DC: Worldwatch Institute, annual).

The Worldwatch Institute annually publishes this report on the world's resources and how they are being used. While not suitable for use by elementary students, the book provides valuable information for teachers.

*Teaching About the Consumer and the Global Marketplace*, edited by Bruce Koranski (Denver, CO: Center for Teaching International Relations, 1985).

This volume contains 31 activities focusing on the "link between personal and global economics." Activities are organized into four sections: "Me as a Consumer," "The Government and the Consumer," "The Consumer: Past, Present, and Future," and "The Consumer and the World."

*Teaching About Cultural Awareness,* by Gary Smith and George Otero (Denver, CO: Center for Teaching International Relations, 1986).

Cultural differences are the focus of this book, which aims to "help students become aware of the diversity of ideas and practices found in human societies." Students are also encouraged to understand how their own culture's ideas and practices shape their perspective.

*Teaching About Human Rights: Issues of Justice in a Global Age*, by David Shiman and others (Denver, CO: Center for Teaching International Relations, 1987).

This activity book focuses on political, civil, social, and economic rights. Selected topics include the Holocaust, torture, the right to have children, and the quality of life in various areas.

*Teaching International Human Rights: A Selection of Issues*, by Jan L. Tucker with Robin Lichter King and Samuel A. Carter (Miami, FL: Global Awareness Program, 1983).

This teaching guide contains lessons on international human rights, social and cultural rights, and civil and political rights. The authors present background materials and relevant United Nations documents, as well as a bibliography.

*Think Factory: Problem Solving for Today's World* (Mount Kisco, NY: Sunburst Communications, 1986).

This set of black-line masters is intended to help students analyze and evaluate some of today's most urgent global problems. The program includes relevant stories, articles, and essays on such topics as energy, the arms race, and pollution.

*TV: A Global Perspective* (Chicago: Prime Time School Television, 1983).

This brief guide provide suggestions for helping students use television to better understand their world. Commercials, current events, conflict, change, and communication are discussed.

*Windows to the World/More Windows to the World*, by Nancy Everix (Carthage, IL: Good Apple, 1984-1985).

In these two softbound books, students "take a trip around the world," learning about the geographical and historical background of seven countries in each book. Students experience the excitement of exploring language, food, native plants, and animals.

*Whole Earth Holiday Book, The*, by Linda Polon and Aileen Cantwell (Glenview, IL: Scott, Foresman, 1983).

This teacher resource describes more than 50 holidays around the world. For each, the book provides the history and related customs, as well as an activity to sharpen language arts skills. The book is arranged to follow the school year.

*World in a Chocolate Bar* (New York: American Forum, n.d.)

This poster includes a lesson on interdependence. A chocolate bar is used to explore the idea of global systems through a mapping activity, which helps students learn how problems in one part of the system affect its other parts.

*Worldlink* (Burbank, CA: Worldlink, annual).

*Worldlink* is a series of six videotapes produced each year. Each video looks at global issues and contains international news clips as well as interviews with young people from various cultures. Magazines with related articles and suggestions for classroom use of the video are provided.

**Organizations**

American Forum: Education in a Global Age
45 John Street, Suite 1200
New York, NY 10038

Asia Society
725 Park Avenue
New York, NY 10021

Associates in Multicultural and International Education
Box 14256
Chicago, IL 60614

Center for International and Intercultural Education
Kent State University
202 White Hall
Kent, OH 44242

Center for Public Education in International Affairs
University of Southern California
School of International Relations
VKC 328
Los Angeles, CA 90089-0043

Center for Teaching International Relations
University of Denver
Denver, CO 80208

Center for World Education
College of Education and Social Services
University of Vermont
Burlington, VT 05405

Curriculum Inquiry Center
University of California, Los Angeles
Graduate School of Education
405 Hilgard Avenue
Los Angeles, CA 90024

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138

Foreign Policy Association
Department of School Programs
1800 M Street, NW, Suite 295N
Washington, DC 20036

Global Awareness Program
College of Education
Florida International University
University Park
Miami, FL 33199

Global Education Outreach
2000 L Street, NW, Suite 320
Washington, DC 20036

Links
School of International Affairs
George Washington University
Washington, DC 20052

Mershon Center
Ohio State University
199 West 19th Avenue
Columbus, OH 432001

Middle East Outreach Council
University of Utah
Middle East Center, Building 413
Salt Lake City, UT 84112

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016

Organization for Economic Cooperation and Development
1750 Pennsylvania Avenue, NW
Washington, DC 20006

Overseas Development Council
1717 Massachusetts Avenue, NW
Washington, DC 20036

Population Reference Bureau
777 14th Street, NW, Suite 800
Washington, DC 20005

Reach Center for Multicultural and Global Education
Box 309
Arlington, WA 98223

Social Studies Development Center
Indiana University
2805 East 10th Street
Bloomington, IN 47405

Stanford Program on International and Cross-Cultural Education
Stanford University
Littlefield Center, Room 14
300 Lausen Street
Stanford, CA 94305

United Nations Association of the USA
485 Fifth Avenue
New York, NY 10017-6104

Women Associated in Global Education Consortium
c/o Immaculate Heart College Center
10951 West Pico Boulevard
Los Angeles, CA 90064

World Affairs Council of Philadelphia
John Wanamaker Store
13th and Market Streets
Philadelphia, PA 19107

Worldwatch Institute
1776 Massachusetts Avenue, NW
Washington, DC 20036